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ABSTRACT

Reports and statistical data summarizing the events of 1988 with regard to higher education are provided. The following chapters are included: (1) "The Academy: A Statistical Profile" (nominal increase in enrollments expected for 1988-1989; decade-long trends continue in minority enrollments; California, New York and Texas lead in minority enrollments; computer science bachelors degrees grow rapidly; first education gain in decade in master's degrees; modest gain in doctorates in 1985-86; decline in first professional degrees; faculty salaries slightly ahead of inflation; bargaining differential increases in faculty salaries; federal appropriations; over 5% increase in state appropriations; community college enrollments, tuition and degrees; first decline in SAT scores since 1980; slight decline in 1988 ACT scores; and 13.9% endowment growth in 1986-87); (2) "Review of the Year" (campus trends, a higher education chronology, legislation, economic conditions, the Civil Rights Restoration Act, collegiate athletic team competition winners, Supreme Court decisions, administrations censured for violations of academic freedom, and a selected bibliography); (3) "Resources and References" (forthcoming meetings in 1989, journals and reference aids, and fellowship sources for higher education faculty); and (4) "National Education Association (NEA) and Higher Education" (NEA policy statements on higher education, the Standing Committee on Higher Education, the NEA higher education journal, grant programs, NEA membership and benefits, the National Council for Higher Education, NEA higher education bargaining units, and calendars for 1988, 1989, and 1990). (KM)

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The NEA 1989 Almanac of Higher Education

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Introduction

The past year has witnessed some important victories for NEA members working for quality higher education. The year began with the Reagan Administration seeking a 40 percent budget cut in aid to colleges and universities. Congress instead approved a billion dollar increase.

Congress also ended a four-year battle spearheaded by NEA and enacted the Civil Rights Restoration Act, a measure that will end federal aid to any institutions that practice discrimination.

In 1988, NEA also helped win significant reforms in the pension system that covers most higher education faculty and staff: TIAA-CREF. Other key legislative and contract victories came in almost every state.

This edition of the *NEA Higher Education Almanac* chronicles those victories, and continues many of the features found in previous editions. You'll find inside key statistical tables that cover data as wide-ranging as SAT scores and faculty salary charts. This *1989 Almanac* also contains two special reports: a legislative history of the newly enacted Civil Rights Restoration Act, the most important piece of civil rights legislation passed in this decade, and a general survey of the economic condition of higher education as measured by enrollments, degrees earned, and revenues and expenditures.

The *Almanac* Review of the Year offers you a chronology of major events as well as listings of new federal legislation, Supreme Court decisions affecting higher education, and even NAIA and the NCAA team competition winners. The Review concludes with a compilation of the latest books on higher education.

We have updated our listings of forthcoming academic meetings in this *Almanac* and also listed all key academic journals and reference aids. Featured, in addition, is a comprehensive section on grant and fellowship programs of interest to faculty members.

The *Almanac* concludes with a listing of NEA actions in higher education: everything from the resolutions adopted by the 1988 Representative Assembly to the grant programs offered by NEA's National Foundation for the Improvement of Education. The section ends with a list of NEA higher education bargaining units.

The *1989 NEA Almanac of Higher Education* is designed to complement our other NEA higher education publications, the *Higher Education Advocate* and the *Thought and Action* journal.

We hope you find the *Almanac* useful throughout the year ahead, and we welcome your ideas and suggestions for material that ought to be included in next year's edition.

—Harold Wechsler, editor

The Academy: A Statistical Profile

Enrollments: Nominal Increase Expected for 1988-1989

In 1989-90, college enrollments are expected to increase by less than 1 percent to 12.6 million students. Declines in the 18-24 year old birth cohort will offset by increases in the college attendance rate and by increased attendance by women, older students, and part-time students.

Enrollment in Educational Institutions, By Level of Instruction and by Type of Control: Fall, 1980 to Fall, 1988 (in thousands)

Level of instruction and type of control	Fall 1980	Fall 1985	Fall 1987[1]	Fall 1988[1]
All levels	58,414	57,313	58,444	58,540
Public	50,444	48,988	49,906	50,040
Private	7,971	8,325	8,538	8,500
Elementary and secondary schools[2]	46,318	45,066	45,900	45,980
Public	40,987	39,509	40,200	40,280
Private	5,331	5,557	5,700	5,700
Kindergarten through grade 8[3]	31,666	31,244	32,383	32,839
Public	27,674	27,049	27,983	28,439
Private	3,992	4,195	4,400	4,400
Grades 9 through 12	14,652	13,822	13,517	13,141
Public	13,313	12,460	12,217	11,841
Private	1,339	1,362	1,300	1,300
Higher education[4]	12,097	12,247	12,544	12,560
Public	9,457	9,479	9,706	9,760
Private	2,640	2,768	2,838	2,800

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, Center for Education Statistics, *Digest of Education Statistics, 1988*; *Projections of Education Statistics to 1997-98*; and unpublished projections and estimates. (July 1988)

[1] Estimated.

[2] Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes subcollegiate departments of institutions of higher education, residential schools for exceptional children, and Federal schools.

[3] Includes most kindergarten and some nursery school enrollment. Excludes preprimary enrollment in schools that do not offer first grade. This undercount of preprimary enrollment is particularly significant for private schools. According to data collected by the U.S. Bureau of the Census, public and private nursery school and kindergarten enrollment grew from 5.2 million in 1980 to 6.3 million in 1985.

[4] Includes full-time and part-time students enrolled in degree-credit and nondegree-credit programs in universities, other four-year colleges, and two-year colleges.

Minority Enrollments: Decade-Long Trends Continue

Between 1976 and 1986, Black enrollments, as a percentage of higher education enrollments, declined by 0.8 percent. During the same period, the proportion of Hispanics increased by 0.8 percent, and the proportion of Asian/Pacific Islanders doubled. American Indian/Alaskan Native enrollments held steady. Two-year colleges have a disproportionately high share of minority enrollments.

Minority Enrollments in Two and Four-Year Institutions: Total Enrollment in Institutions of Higher Education, By Type of Institutions and Race/Ethnicity of Student: Biennially, Fall 1982 to Fall 1986

Institutions	Numbers (in thousands) 1982	1984	1986	Percent 1982	1984	1986	Percent Change 1982-86
All	12,388	12,235	12,501	100.0	100.0	100.0	0.9
White, non-Hispanic	9,997	9,815	9,914	80.7	80.2	79.3	− 0.8
Total minority	2,059	2,085	2,243	16.6	17.0	17.9	8.9
Black, non-Hispanic	1,101	1,076	1,081	8.9	8.8	8.6	− 1.2
Hispanic	519	535	624	4.2	4.4	5.0	20.2
Asian or Pacific Islander	351	390	448	2.8	3.2	3.6	27.6
American Indian/Alaskan Native	88	84	90	0.7	0.7	0.7	2.3
Nonresident alien	331	335	344	2.7	2.7	2.7	3.9
4-Year	7,648	7,708	7,826	61.7	63.0	62.6	2.3
White, non-Hispanic	6,306	6,301	6,340	50.9	51.5	50.7	0.5
Total minority	1,073	1,124	1,195	8.7	9.2	9.6	11.4
Black, non-Hispanic	612	617	615	4.9	5.0	4.9	0.5
Hispanic	229	246	278	1.8	2.0	2.0	21.4
Asian or Pacific Islander	193	223	262	1.6	1.8	2.1	35.8
American Indian/Alaskan Native	39	38	40	0.3	0.3	0.3	2.6
Nonresident alien	270	282	291	2.2	2.3	2.3	7.8
2-Year	4,740	4,527	4,675	38.3	37.0	37.4	− 1.4
White, non-Hispanic	3,692	3,514	3,575	29.8	28.7	28.6	− 3.2
Total minority	987	961	1,047	8.0	7.9	8.4	6.1
Black, non-Hispanic	489	459	466	3.9	3.7	3.7	− 4.7
Hispanic	291	289	345	2.3	2.4	2.8	18.6
Asian or Pacific Islander	158	167	186	1.3	1.4	1.5	17.7
American Indian/Alaskan Native	39	46	51	0.4	0.4	0.4	4.4
Nonresident alien	61	53	53	0.5	0.4	0.4	−15.9

NOTE: Because of underreporting and nonreporting of racial/ethnic data, data were estimated when possible. Also, due to rounding, detail may not add to totals.

SOURCE: U.S. Department of Education, Center for Education Statistics, "Fall Enrollment in Colleges and Universities", and Integrated Postsecondary Education Data System, "Fall Enrollment, 1986" survey and unpublished tabulations.

Minority Enrollments: California, New York, and Texas Lead

Over one-fourth of the nation's 1.1 million Black students attended college in just three states: California, New York, and Texas. The same three states accounted for 61 percent of Hispanic and 56 percent of Asian/Pacific Islander enrollments. California and Oklahoma enroll the most American Indian students.

Fall Enrollment in Institutions of Higher Education, By State and Race/Ethnicity of Students: Fall 1986

State	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian/ Alaskan Native	Nonresident alien
Alabama	216,064	165,072	43,360	2,004	1,182	376	4,070
Alaska	27,482	22,654	976	442	577	1,990	843
Arizona	226,593	181,555	6,166	20,943	4,276	7,623	6,030
Arkansas	79,182	65,807	10,520	323	540	326	1,666
California	1,733,410	1,146,766	117,032	194,865	192,837	20,580	61,330
Colorado	181,866	149,780	4,568	16,848	4,234	1,536	4,900
Connecticut	159,040	140,770	7,596	3,752	2,782	406	3,734
Delaware	33,893	28,726	3,703	362	417	56	629
District of Columbia	77,651	41,533	22,886	1,878	2,262	322	8,770
Florida	477,210	362,346	44,301	47,434	7,219	1,222	14,688
Georgia	95,123	150,953	34,303	1,806	2,427	306	5,328
Hawaii	51,697	15,370	938	673	32,532	162	2,022
Idaho	45,260	42,534	260	713	575	374	804
Illinois	686,895	519,851	91,800	35,720	24,148	2,147	13,229
Indiana	250,178	223,687	13,570	3,210	2,868	648	6,195
Iowa	155,369	142,680	3,164	1,198	1,756	390	6,181
Kansas	143,306	126,611	6,477	2,428	1,811	1,679	4,300
Kentucky	144,548	132,581	8,803	341	872	323	1,628
Louisiana	171,338	119,316	39,326	3,210	2,468	473	6,545
Maine	46,232	44,285	540	188	688	333	198
Maryland	238,880	184,471	35,479	3,889	8,779	674	5,588
Massachusetts	417,513	361,916	16,787	9,806	10,884	1,130	16,990
Michigan	520,423	444,505	46,891	6,677	7,147	3,321	11,972
Minnesota	226,556	212,297	2,969	1,279	3,682	1,474	4,855
Mississippi	101,095	69,232	28,785	631	427	245	1,775
Missouri	246,185	216,229	18,499	2,361	3,447	669	4,980
Montana	34,691	31,671	143	187	149	1,879	662
Nebraska	100,401	93,090	2,744	1,098	833	680	1,956
Nevada	46,796	40,428	1,861	1,917	1,251	696	643
New Hampshire	53,876	51,521	667	465	382	148	692

State	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian/ Alaskan Native	Nonresident alien
New Jersey	295,313	230,426	27,026	17,292	9,735	860	9,974
New Mexico	80,270	50,343	1,888	20,604	970	4,934	1,531
New York	1,011,400	759,029	110,866	67,547	36,478	4,844	32,636
North Carolina	322,966	253,062	57,370	1,957	3,313	2,458	4,806
North Dakota	37,311	34,356	241	125	171	1,468	950
Ohio	521,290	459,929	37,699	4,209	5,713	1,281	12,459
Oklahoma	170,840	141,066	10,546	2,189	2,711	7,668	6,660
Oregon	144,798	128,742	1,836	2,102	5,565	1,345	5,208
Pennsylvania	545,923	483,822	35,103	5,515	8,658	850	11,975
Rhode Island	69,569	63,825	2,014	1,055	1,164	203	1,308
South Carolina	134,116	103,801	25,924	965	978	207	2,241
South Dakota	30,935	28,322	190	96	92	1,574	661
Tennessee	197,070	162,006	27,508	1,512	1,383	341	4,321
Texas	776,021	543,905	66,662	118,333	20,688	2,599	23,834
Utah	106,217	96,143	728	1,731	1,773	1,149	4,693
Vermont	32,452	31,153	298	167	241	54	539
Virginia	308,318	250,004	41,545	3,278	7,793	645	5,053
Washington	242,443	211,111	5,899	4,289	12,773	3,542	4,829
West Virginia	76,783	71,890	2,865	283	535	96	1,114
Wisconsin	283,653	260,294	9,334	3,149	3,913	1,640	5,323
Wyoming	24,357	22,717	243	545	123	277	452

SOURCE: U.S. Department of Education, Center for Education Statistics, Integrated Postsecondary Education Data System, "Fall Enrollment, 1986" survey.

Bachelors Degrees: Computer Science Grows Rapidly

The total number of bachelors degrees awarded in 1985-86 rose to 987,800, a 0.9 percent increase over 1984-85. Computer and information sciences, and mathematics showed the greatest increases: 7.7 percent each. Business and management degrees increased by 2.1 percent. The 1.1 percent decline in education was the smallest since the number of education majors peaked in 1972-73.

Bachelor's Degrees Conferred by Institutions of Higher Education By Sex of Recipient and Program Area: 1985-86

Program area	Men	Women	Total
Agriculture and natural resources	485,923	501,900	987,823
Architecture and environmental design	5,824	3,295	9,119
Area studies	1,260	1,800	3,060
Business and management	129,271	108,889	238,160
Communications	16,887	24,779	41,666
Communications technologies	760	665	1,425
Computer and information sciences	26,923	14,966	41,889
Education	20,986	66,235	87,221
Engineering	65,284	11,049	76,333
Engineering technologies	18,088	1,532	19,620
Foreign languages	2,784	7,318	10,102
Health sciences	9,683	54,852	64,535
Home economics	1,057	14,231	15,288
Law	419	778	1,197
Letters	12,165	23,269	35,434
Liberal/general studies	8,644	10,604	19,248
Library and archival sciences	17	140	157
Life sciences	19,993	18,581	38,524
Mathematics	8,725	7,581	16,306
Military sciences	235	21	256
Multi/interdisciplinary studies	7,505	8,195	15,700
Parks and recreation	1,663	2,770	4,433
Philosophy and religion	4,161	2,078	6,239
Physical sciences	15,769	5,962	21,731
Protective services	7,963	4,741	12,704
Psychology	12,578	27,943	40,521
Public affairs	4,670	9,208	13,878
Social sciences	52,654	41,049	93,703
Theology	4,127	1,475	5,602
Visual and performing arts	14,284	22,665	36,665

SOURCE: U.S. Department of Education, Center for Education Statistics, survey of Degrees and other Formal Awards Conferred.

*Less than 0.05 percent.

Master's Degrees: First Education Gain in Decade

The number of master's degrees awarded in education rose to 76,400 in 1985-1986, the first gain on this level in ten years. The number of business and management degrees declined 0.6 percent to 67,100 the first decline in 30 years. The next four largest master's programs—engineering, health sciences, public affairs, and social sciences—all showed gains.

Master's Degrees Conferred by Institutions of Higher Education
By Sex of Recipient and Program Area: 1985-86

Program area	Men	Women	Total
Agriculture and natural resources	2,701	1,100	3,801
Architecture and environmental design	2,129	1,131	3,260
Area and ethnic studies	489	438	927
Business and management	46,288	20,849	67,137
Communications	1,405	2,095	3,500
Communications technologies	205	118	323
Computer and information sciences	5,658	2,412	8,070
Education	20,719	55,634	76,353
Engineering	18,663	2,396	21,059
Engineering technologies	505	97	602
Foreign languages	509	1,212	1,721
Health sciences	4,460	14,164	18,624
Home economics	281	2,017	2,298
Law	1,441	483	1,924
Letters	2,169	4,122	6,291
Liberal/general studies	448	706	1,154
Library and archival sciences	721	2,905	3,626
Life sciences	2,616	2,397	5,013
Mathematics	2,047	1,112	3,159
Military science	81	2	83
Multi/interdisciplinary studies	1,794	1,310	3,104
Parks and recreation	234	261	495
Philosophy and religion	713	450	1,163
Physical sciences	4,470	1,432	5,902
Protective services	748	326	1,074
Psychology	2,923	5,370	8,293
Public affairs	6,108	10,192	16,300
Social sciences	6,339	4,089	10,428
Theology	2,869	1,598	4,467
Visual and performing arts	3,775	4,641	8,416

SOURCE: U.S. Department of Education, Center for Education Statistics, surveys of Degrees and Other Formal Awards Conferred.

Doctorates: Modest Gain in 1985-1986

The number of doctorates awarded in 1985-86 increased by 2.2 percent to 33,653. Among the six largest fields, education and life sciences suffered declines, while physical sciences, engineering, psychology, and social sciences showed gains. The gain in doctorates for women was over 5 percent; for men it was fractional.

Doctor's Degrees Conferred by Institutions of Higher Education
By Sex of Recipient and Program Area: 1985-86

Program Area	Men	Women	Total
Agriculture and natural resources	966	192	1,158
Architecture and environmental design	56	17	73
Area and ethnic studies	89	68	157
Business and management	759	210	969
Communications	111	101	212
Communications technologies	5	6	11
Computer and information sciences	299	45	344
Education	3,315	3,795	7,110
Engineering	3,172	228	3,400
Engineering technologies	9	1	10
Foreign languages	185	263	448
Health sciences	604	637	1,241
Home economics	78	233	311
Law	48	6	54
Letters	543	672	1,215
Liberal/general studies	26	12	38
Library and archival science	27	35	62
Life sciences	2,229	1,129	3,358
Mathematics	618	124	742
Military sciences	0	0	0
Multi/interdisciplinary studies	198	121	319
Parks and recreation	26	13	39
Philosophy and religion	373	104	477
Physical sciences	2,963	558	3,551
Protective services	17	4	21
Psychology	1,497	1,591	3,088
Public affairs, services	174	211	385
Social sciences	1,970	985	2,955
Theology	1,066	117	1,183
Visual and performing arts	396	326	722
TOTAL ALL FIELDS	21,819	11,834	33,653

SOURCE: U.S. Department of Education, Center for Education Statistics, surveys of Degrees and Other Formal Awards Conferred.

First Professional Degrees: A Decline in Recipients

In 1985-86, for the first time in 15 years, the total number of first professional degrees decreased. The one-year decline was 1,200. American medical schools produced 300 fewer MD's; law schools graduated 1,600 fewer JD's and LLB's. Degrees in chiropractic increased by nearly 28 percent. As in 1984-85, the number of women earning first professional degrees increased, while the number of male degree earners decreased.

First Professional Degrees Conferred by Institutions of Higher Education: By Sex of Recipient and Field of Study: 1984-85, and 1985-86

Field of Study	1983-84			1984-85			1985-86		
	TOTAL	Men	Women	TOTAL	Men	Women	TOTAL	Men	Women
Total, all institutions	74,407	51,334	23,073	75,063	50,455	24,608	73,910	49,261	24,649
Chiropratic (D.C. or D.C.M.)	3,105	2,401	704	2,661	2,072	589	3,395	2,554	841
Dentistry (D.D.S. or D.M.D.)	5,353	4,302	1,051	5,339	4,233	1,106	5,046	3,907	1,139
Law, general (LL.B. or J.D.)	37,012	23,382	13,630	37,491	23,070	14,421	35,844	21,874	13,970
Medicine (M.D.)	15,813	11,359	4,454	16,041	11,167	4,874	15,938	11,022	4,916
Optometry (O.D.)	1,086	824	262	1,115	812	303	1,029	744	285
Osteopathic medicine (D.O.)	1,515	1,185	330	1,489	1,136	353	1,547	1,159	388
Pharmacy (D. Phar.)	709	332	377	861	430	431	903	432	471
Podiatry (Pod.D. or D.P.) or podiatric medicine (D.P.M.)	607	530	77	582	464	118	612	488	471
Theological professions, general (B.D., M.Div., Rabbi)	6,878	5,673	1,205	7,221	5,886	1,335	7,283	5,865	1,418
Veterinary medicine (D.V.M.)	2,269	1,309	960	2,178	1,135	1,043	2,270	1,191	1,079
Other	60	37	23	85	50	35	43	25	18

NOTE: First-professional includes degrees that require at least 6 years of college work for completion (including at least 2 years of preprofessional training).

SOURCE: U.S. Department of Education, Center for Education Statistics, surveys of Degrees and Other Formal Awards Conferred.

Faculty Salaries: Slightly Ahead of Inflation

The average faculty salary rose 4.9 percent in 1987-88. When adjusted for a 4 percent inflation rate, the average salary increased by 1 percent. The rate of increase was 5.9 percent in 1986-87, 6.1 percent in 1987-86, and 6.6 percent in 1984-85.

Weighted Average Salary by Category, Affiliation, and Academic Rank, 1987-88

Academic Rank	All Combined	Public	Private Independent	Church Related
Category 1*				
Professor	$52,950	$51,080	$59,850	$53,080
Associate	38,040	37,330	41,060	39,170
Assistant	32,050	31,480	34,080	32,190
Instructor	23,000	22,180	26,530	28,120
Lecturer	26,770	26,940	26,420	24,940
No Rank	26,720	26,120	30,460	——
All Ranks	**$41,780**	**$40,970**	**$46,960**	**$41,080**
Category IIA*				
Professor	$42,940	$46,060	$44,010	$42,460
Associate	34,690	34,710	34,990	34,120
Assistant	28,460	28,380	28,950	28,350
Instructor	21,900	21,810	22,440	22,280
Lecturer	23,760	23,340	25,380	28,120
No Rank	27,270	25,620	29,270	29,410
All Ranks	**$35,180**	**$35,260**	**$35,350**	**$34,210**
Category IIB*				
Professor	$37,890	$38,730	$42,540	$33,820
Associate	30,410	32,420	32,210	28,130
Assistant	25,410	27,070	26,490	23,800
Instructor	20,980	21,940	21,340	20,200
Lecturer	22,990	23,530	25,910	17,510
No Rank	28,980	32,280	29,540	23,770
All Ranks	**$30,050**	**$31,060**	**$32,750**	**$27,550**
Category III*				
Professor	$37,800	$38,230	$27,290	$24,650
Associate	31,770	32,190	23,870	22,670
Assistant	26,810	27,270	20,700	20,740
Instructor	22,690	23,200	16,950	16,810
Lecturer	19,510	19,520	——	——
All Ranks	**$30,610**	**$31,130**	**$21,790**	**$21,300**

Academic Rank	All Combined	Public	Private Independent	Church Related
Category IV*				
No Rank	$28,960	$29,130	$21,670	$20,130
All Categories Except Category IV				
Professor	$47,400	$47,220	$52,240	$39,240
Associate	35,300	35,640	36,630	31,480
Assistant	29,200	29,610	30,080	26,020
Instructor	22,090	22,190	22,720	20,970
Lecturer	25,470	25,450	26,130	23,810
No Rank	27,640	26,840	29,540	25,000
All Ranks	$37,000	$37,170	$39,730	$31,180

SOURCE: American Association of University Professors.

*Categories:

I: Doctoral-granting institutions
IIA: Institutions awarding degress above the baccalaureate not included in Category I
IIB: Institutions awarding only the baccalaureate or equivalent degree
III: Two-year institutions with academic ranks
IV: Institutions, mostly two-year, without academic ranks.

Faculty Salaries: Bargaining Differential Increases

Faculty in public colleges and universities with collective bargaining agreements earned an average of $4,500 more per year than their nonbargaining counterparts in 1987-88. In 1986-87, the spread was $4,000. As in the previous two years, engineering professors earned the highest salary, while business school faculty in secretarial and related fields received the lowest. For both unionized and nonunionized faculty, pay differentials between ranks increased between 1986-87 and 1987-88. Data organized by collective bargaining status for private institutions of higher education are not available.

Average Faculty Salaries in Public Institutions by Selected Disciplines, Rank, and Institutional Bargaining Status, 1987-1988

Discipline or major field	Campus Bargaining Status	Prof.	Assoc. Prof.	Asst. Prof.	New Asst. Prof.	Instr.	All Ranks
Agribusiness and Agricultural Production	No Barg.	38,113	31,743	27,886	27,297	21,117	32,616
	Barg.	40,485	30,587	27,136	24,960	21,080	32,799
Architecture and Environmental Design	No Barg.	42,593	36,965	28,924	30,030	29,226	35,604
	Barg.	47,841	39,578	31,886	31,103	—	41,470
Area and Ethnic Studies	No Barg.	41,112	35,511	26,751	25,575	22,281	33,259
	Barg.	44,704	37,293	30,155	29,087	27,702	37,497
Life Sciences	No Barg.	38,980	32,357	27,168	26,020	20,726	34,046
	Barg.	44,332	35,141	28,391	26,403	24,034	38,974
Business and Management	No Barg.	46,711	39,594	35,013	37,275	23,823	37,899
	Barg.	48,254	38,304	31,830	32,509	24,135	38,752
Business: Accounting	No Barg.	47,459	41,070	36,244	38,576	25,032	38,554
	Barg.	49,870	40,747	33,711	34,894	25,639	40,393
Business: Business Administration	No Barg.	44,775	38,804	34,152	36,232	25,056	37,309
	Barg.	48,230	39,683	33,640	34,867	23,950	39,575
Business: Secretarial and Related Programs	No Barg.	40,199	33,075	27,959	29,040	21,221	31,351
	Barg.	43,382	34,795	27,600	32,560	23,468	32,259
Business: Business Economics	No Barg.	443,396	36,467	32,106	33,667	23,882	37,128
	Barg.	42,262	36,574	31,990	30,779	23,862	38,468
Communications	No Barg.	39,762	32,066	26,397	24,921	22,162	30,307
	Barg.	44,208	34,475	28,254	26,678	21,682	34,039
Communication Technologies	No Barg.	33,326	30,063	26,199–	27,000	25,242	29,529
	Barg.	44,956	36,210	30,037	28,289	20,927	35,397

Discipline or major field	Campus Bargaining Status	Prof.	Assoc. Prof.	Asst. Prof.	New Asst. Prof.	Instr.	All Ranks
Computer and Information Science	No Barg.	46,130	38,979	33,371	34,025	25,331	36,053
	Barg.	48,451	40,092	32,508	32,822	24,152	38,322
Education	No Barg.	39,784	32,769	27,192	26,284	21,673	33,423
	Barg.	44,459	35,552	28,869	26,204	24,072	37,520
Education: Teacher Education	No Barg.	37,860	32,159	26,825	26,456	22,045	32,732
	Barg.	44,298	35,094	28,259	27,067	22,129	37,436
Education: Administration	No Barg.	41,911	34,321	27,530	26,996	23,176	37,614
	Barg.	45,081	36,134	29,737	31,659	—	40,643
Education: Special Education	No Barg.	39,088	32,489	26,107	25,254	22,179	32,030
	Barg.	43,537	35,853	29,424	26,145	24,723	37,048
Education: Student Counselling and Personnel	No Barg.	39,791	31,725	26,355	26,497	20,702	33,614
	Barg.	45,338	34,936	28,257	28,119	26,398	38,601
Education: Curriculum and Instruction	No Barg.	39,625	33,721	27,665	25,870	22,547	33,381
	Barg.	44,052	37,400	29,210	26,837	24,625	37,192
Education: Reading Education	No Barg.	37,659	30,497	26,317	26,720	21,892	31,895
	Barg.	43,443	33,077	29,199	26,788	23,760	36,883
Education: Physical Education	No Barg.	38,691	32,174	27,717	26,073	23,450	30,410
	Barg.	44,803	36,007	29,811	25,805	22,340	35,026
Education: Vocational and Technical Education	No Barg.	38,157	31,735	27,971	29,305	22,723	31,282
	Barg.	44,562	35,827	29,392	29,738	23,767	35,837
Engineering	No Barg.	46,620	38,949	34,029	33,992	25,659	39,704
	Barg.	51,674	41,454	35,390	35,856	26,804	44,729
Engineering Technologies	No Barg.	39,491	34,174	30,019	29,254	24,363	33,139
	Barg.	47,201	37,67	30,678	30,090	26,017	36,218
Fine and Applied Arts: Visual and Performing Arts	No Barg.	38,299	30,956	25,067	23,686	21,331	30,370
	Barg.	41,297	33,702	26,316	24,665	24,152	34,016
Fine and Applied Arts: Fine Arts	No Barg.	37,435	30,349	25,524	24,791	19,852	31,059
	Barg.	42,648	34,511	27,608	24,427	24,253	36,245
Fine and Applied Arts: Music	No Barg.	38,433	31,048	25,715	24,999	22,122	30,959
	Barg.	43,065	34,142	27,305	24,805	22,206	35,583
Fine and Applied Arts: Dramatic Arts	No Barg.	38,997	30,866	24,539	23,526	20,069	30,317
	Barg.	43,913	33,607	26,731	24,043	21,340	34,428
Foreign Languages	No Barg.	39,129	31,707	25,622	24,011	20,930	31,331
	Barg.	44,689	35,670	27,632	25,288	22,669	36,869
Health Professions: Nursing	No Barg.	39,446	32,611	26,795	26,179	22,593	27,843
	Barg.	46,254	34,654	29,577	28,836	23,791	32,814
Health Professions: Audiology and Speech Pathology	No Barg.	40,077	32,556	26,317	25,050	23,222	32,277
	Barg.	45,541	35,511	28,076	26,388	23,686	36,039
Home Economics	No Barg.	39,228	32,638	27,117	27,550	21,812	30,242
	Barg.	44,954	34,557	29,104	28,743	20,653	34,095

Discipline or major field	Campus Bargaining Status	Prof.	Assoc. Prof.	Asst. Prof.	New Asst. Prof.	Instr.	All Ranks
Letters	No Barg.	38,381	31,031	25,533	23,805	19,654	30,317
	Barg.	44,041	35,266	28,053	25,354	20,117	36,318
Letters: Philosophy and Religion	No Barg.	40,316	31,887	25,500	23,286	20,856	33,635
	Barg.	44,842	35,079	27,684	25,203	21,526	38,646
Library Science	No Barg.	40,016	32,811	25,461	23,091	20,366	28,120
	Barg.	43,841	34,671	29,492	27,325	22,005	33,068
Mathematics	No Barg.	41,353	33,389	28,222	27,991	20,636	32,443
	Barg.	45,508	36,848	30,087	28,424	21,048	37,500
Physical Sciences	No Barg.	39,746	32,774	26,946	26,428	21,000	34,165
	Barg.	44,584	34,315	28,051	26,871	24,968	37,679
Physical Sciences: Physics	No Barg.	41,466	33,986j	28,249	27,124	22,808	36,206
	Barg.	46,340	27,170	30,038	26,712	21,312	40,708
Physical Sciences: Chemistry	No Barg.	40,504	32,771	27,053	26,246	21,598	35,305
	Barg.	46,106	36,620	28,697	26,871	19.524	40,962
Physical Sciences: Geological Sciences	No Barg.	40,926	32,966	27,783	25,649	21,258	35,076
	Barg.	45,156	35,046	29,675	27,76	34,351	39,978
Psychology	No Barg.	39,898	32,246	26,312	25,408	22,279	33,794
	Barg.	44,976	36,123	28,462	25,622	22,686	39,011
Public Affairs and Services	No Barg.	38,712	32,408	27,224	25,966	20,906	30,276
	Barg.	44,430	34,267	27,205	24,695	20.401	34,537
Social Sciences	No Barg.	39,149	31,031	26,053	25,390	23,183	32,049
	Barg.	45,680	34,949	28,085	25,365	24,413	37,001
Social Sciences: Anthropology	No Barg.	38,635	31,276	25,611	23,675	38.915	33,163
	Barg.	44,821	34,417	28,509	26,040	24,688	39,282
Social Sciences: History	No Barg.	39,645	31,932	25,481	23,876	21,022	34,973
	Barg.	44,845	36,323	28,269	25,341	24,916	40,444
Social Sciences: Geography	No Barg.	40,162	32,649	26,576	26,588	23,659	33,907
	Barg.	44,387	34,347	28,699	25,304	21,973	37,780
Social Sciences: Political Science	No Barg.	40,040	32,829	26,375	25,776	22,141	33,529
	Barg.	44,843	35,113	27,333	24,668	22,897	38,714
Social Sciences: Sociology	No Barg.	39,837	32,640	26,174	24,213	21,543	32,848
	Barg.	44,524	35,815	28,775	24,406	21,320	38,036
Interdisciplinary Studies	No Barg.	39,755	32,496	25,317	22,685	20,598	29,685
	Barg.	43,415	36,506	29,072	31,021	23,680	37,949
Health Services Technologies	No Barg.	37,482	33,974	26,677	26,661	22,205	28,503
	Barg.	45,509	35,111	29,614	27,588	25,745	33,966
All Disciplines	No Barg.	40,416	33,433	28,169	27,799	22,330	33,185
	Barg.	45,218	36,174	29,512	27,778	22,799	37,658

SOURCE: College and University Personnel Association, *1988 National Faculty Salary Survey by Discipline and Rank in State Colleges and Universities*, 14-38.

Federal Higher Education Appropriations

Most federal higher education programs received increased funding for FY1988. The Pell Grant appropriation increased from $4,187,000,000 in fiscal 1987 to $4,260,430,000 in fiscal 1988.

Appropriations to Higher Education Programs Administered by the U.S. Department of Education: Fiscal Years 1987 and 1988

	Fiscal 1987 budget	Fiscal 1988 budget
Student assistance		
Pell Grants	$4,187,000,000	$4,260,430,000
Supplemental Grants	412,500,000	408,415,000
College Work-Study	592,500,000	588,249,000
Income-contingent loans	5,000,000	4,308,000
State Student Incentive Grants	76,000,000	72,762,000
Perkins Loans	210,000,000	210,628,000
Guaranteed Student Loans	2,717,000,000	2,565,000,000
Paul Douglas Teacher Scholarships	15,500,000	14,840,000
Graduate support	18,950,000	36,237,000
Institutional assistance		
Cooperative education	14,400,000	13,787,000
Developing institutions		
Aid for historically black colleges	51,741,000	73,162,000
Challenge grants	215,000	0
Endowment grants	19,785,000	19,148,000
Institutional support	75,467,000	60,060,000
Facilities		
Construction grants	0	6,366,000
Loans	19,205,000	0
Interest subsidies	23,000,000	21,878,000
College Construction Loan Insurance Association	—	19,100,000
International education	33,050,000	30,685,000
Law School Clinical Experience	1,500,000	3,830,000
Veterans' Education Outreach	3,000,000	2,872,000
Bilingual education	37,250,000	39,181,000
Library resources	7,000,000	6,462,000
Aid to disadvantaged		
College-aid migrant programs	1,200,000	1,340,000
Legal Training for the disadvantaged	1,500,000	1,915,000
Minority Institutions Science Improvement	5,000,000	5,266,000
Programs for disadvantaged students	176,370,000	205,841,000
Education research and statistics	63,578,000	67,526,000
Education for the handicapped	170,180,000	170,583,000
Miscellaneous		
Adult education	112,881,000	134,036,000
Fund for the Improvement of Postsecondary Education	12,163,000	11,645,000
Office for Civil Rights	43,000,000	40,530,000
Teacher training	91,177,000	131,727,000
Vocational education	881,967,000	888,243,000
Women's educational equity	3,500,000	3,351,000

State Higher Education Appropriations: Over 5 Percent Increase

State appropriations for higher education rose from $32.4 billion in 1986-87 to $34.0 billion in 1987-88, a 5 percent increase. California's $4.7 billion appropriation was the nation's largest. Maine had the greatest two-year and 10-year gains: 39 percent and 206 percent respectively. Between 1985-86 and 1987-88, Alaska and Alabama cut their higher education appropriations by the greatest percentages.

Appropriations of State Tax Funds For Operating Expenses of Higher Education, 1977-78, 1985-86 and 1987-88 (in thousands)

	1977-78	1985-86	1987-88	Rank	2-year gain	10-year gain
Alabama	$310,974	$631,341	$570,537	20	−10%	83%
Alaska	68,212	236,169	157,157	39	−33	130
Arizona	207,961	432,342	491,912	25	14	137
Arkansas	126,155	299,224	279,105	33	− 7	121
California	1,961,525	4,209,755	4,748,158	1	13	142
Colorado	220,909	399,140	441,021	27	10	100
Connecticut	190,757	329,917	409,549	28	24	115
Delaware	44,190	91,411	101,339	47	11	129
Florida	489,609	1,129,504	1,365,759	4	21	179
Georgia	302,797	666,486	759,404	14	14	151
Hawaii	109,642	208,636	254,672	35	22	132
Idaho	77,072	119,042	139,,136	41	17	81
Illinois	779,284	1,315,155	1,331,564	5	1	71
Indiana	338,152	608,341	704,703	16	16	108
Iowa	228,166	385,370	441,458	26	15	93
Kansas	188,869	345,173	363,924	30	5	93
Kentucky	205,861	432,827	499,526	24	15	143
Louisiana	242,469	539,736	514,517	22	5	112
Maine	45,910	100,989	140,645	40	39	206
Maryland	281,230	531,986	614,657	19	16	119
Massachusetts	254,122	711,101	895,300	12	26	252
Michigan	660,404	1,152,097	1,313,048	6	14	99
Minnesota	401,352	704,018	809,963	13	15	102
Mississippi	186,668	373,687	362,036	31	− 3	94
Missouri	259,359	449,017	503,190	23	12	94
Montana	52,251	106,150	105,106	46	− 1	101
Nebraska	131,200	210,508	227,203	38	8	73
Nevada	45,457	94,400	112,730	45	19	148
New Hampshire	27,519	50,265	66,901	49	33	143
New Jersey	403,566	846,326	1,013,299	10	20	151

	1977-78	1985-86	1987-88	Rank	2-year gain	10-year gain
New Mexico	95,756	234,095	242,798	36	4%	154%
New York	1,298,754	2,545,546	2,936,954	2	15	126
North Carolina	466,208	1,078,822	1,284,076	7	19	175
North Dakota	61,822	120,472	118,174	43	− 2	91
Ohio	551,174	1,109,252	1,259,569	8	14	129
Oklahoma	173,261	425,877	386,266	29	− 9	123
Oregon	198,234	312,194	349,939	32	12	77
Pennsylvania	668,467	1,052,484	1,176,066	9	12	76
Rhode Island	62,230	110,795	126,185	42	14	103
South Carolina	227,148	498,037	521,016	21	5	129
South Dakota	42,584	69,668	74,041	48	6	74
Tennessee	266,091	548,187	639,237	18	17	140
Texas	1,050,400	2,204,355	2,231,785	3	1	112
Utah	118,602	244,441	257,389	34	5	117
Vermont	22,983	44,057	50,555	50	15	120
Virginia	330,586	770,883	915,818	11	19	177
Washington	380,250	596,562	678,482	17	14	78
West Virginia	138,063	233,057	236,565	37	2	71
Wisconsin	399,410	650,855	705,430	15	8	77
Wyoming	42,883	111,583	114,188	44	2	166
TOTALS	$15,436,548	$30,671,335	$34,042,052		11%	121%

SOURCE: Center for Higher Education, College of Education, Illinois State University

Community Colleges: Enrollments, Tuition Up; Degrees Awarded Down

Between 1985 and 1986, enrollments at two-year colleges increased almost 3 percent. California leads the nation in community college enrollment with 1,030,223 students. The number of associate degrees awarded by two-year colleges declined by almost 13,000 during the same period. Average annual tuition costs increased by 8 percent from $635 to $687.

Community, Junior, and Technical Colleges: Enrollments, Associate Degrees Awarded, and Average Tuition by State, Fall 1986

	Enrollment	Associate Degrees Awarded	Average Tuition
Alaska	17,333	649	$ 660.00
Alabama*	346,741[b]	31,341[c]	696.55
Arkansas	13,024	1,198	572.57
Arizona	148,063	5,818	372.50
California	1,030,223	45,807	98.07
Colorado	52,349	4,392	818.56
Connecticut	40,241	3,818	576.53
Delaware	7,936	611	N.A.
Florida	225,429	21,117	582.16
Georgia	27,432	3,160	796.92
Hawaii	21,693	1,658	270.00
Iowa	51,706	8,387	958.54
Idaho	4,846	450	350.00
Illinois	305,801	23,725	628.71
Indiana	33,646	3,711	1,067.00
Kansas	45,557	4,029	469.50
Kentucky	25,623	2934	639.33
Louisiana	6,258	337	705.00
Massachusetts	66,577	7,556	708.00
Maryland	92,298	6,619	794.00
Maine	9,931	889	1,413.00
Michigan	204,689	16,912	764.50
Minnesota	41,163	5,888	1,247.10
Missouri	56,107	4,489	564.14
Mississippi	37,246	4,434	540.12

	Enrollment	Associate Degrees Awarded	Average Tuition
Montana	3,310	298	$ 348.00
North Carolina	127,223	298	348.00
North Dakota	6,747	10,436	221.81
Nebraska	25,624	1,927	987.00
New Hampshire	5,503	2,343	641.46
New Jersey	108,412	9,361	813.93
New Mexico	17,318	979	377.40
Nevada	25,695	940	N.A.
New York	261,166	38,509	1,272.23
Ohio	144,897	15,225	1,442.76
Oklahoma	59,638	4,323	408.81
Oregon	66,192	3,819	656.44
Pennsylvania	87,383	8,860	1,060.15
Rhode Island	13,096	1,275	784.00
South Carolina	38,169	4,401	808.06
Tennessee	50,661	4,141	636.00
Texas	310,644	20,281	255.72
Utah	21,192	1,878	663.20
Virginia	165,234	10,264	685.29
Vermont	3,655	299	1,758.00
Washington	129,473	12,330	676.28
Wisconsin	105,796	17,602	864.26
West Virginia	15,180	2,006	479.55
Wyoming	13,540	1,386	460.85

NOTE: South Dakota has no public community, technical, or junior colleges.

SOURCE: AACJC *Community, Technical, and Junior College Statistical Yearbook, 1987-88*, pp. 71, 72, and 74.

[a] Figures are weighted estimates.

[b] State enrollments totals for Alabama include both full-time and part-time enrollment in the Community College of the Air Force.

[c] Degree totals for Alabama include the Community College of the Air Force.

SAT Scores: First Decline Since 1980

In 1988, SAT verbal scores declined while mathematics scores remained the same. Women's verbal score declined three points while their mathematical score increased two points. Men's verbal score rose by two points, while their mathematics score declined two points. The difference between men and women's mathematics scores has decreased from 52 points in 1977 to 43 points in 1988 and is the lowest in 14 years. Black verbal scores rose two points, while Black mathematics scores increased by 7 points.

Scholastic Aptitude Test Score Averages for College-Bound Seniors: 1967-1988

Year	Verbal			Math		
	Males	Females	Total	Males	Females	Total
1967	463	468	466	514	467	492
1968	464	466	466	512	470	492
1969	459	466	463	513	470	493
1970	459	461	460	509	465	488
1971	454	457	455	507	466	488
1972	454	452	453	505	461	484
1973	446	443	445	502	460	481
1974	447	442	444	501	459	480
1975	437	431	434	495	449	472
1976	433	430	431	497	446	472
1977	431	427	429	497	445	470
1978	433	425	429	494	444	468
1979	431	423	427	493	443	467
1980	428	420	424	491	443	466
1981	430	418	424	492	443	466
1982	431	421	426	493	443	467
1983	430	420	425	493	445	468
1984	433	420	426	495	449	471
1985	437	425	431	499	452	475
1986	437	426	431	501	451	475
1987	435	425	430	500	453	476
1988	435	422	428	498	453	476

NOTE: 1967-1971 data are estimates.

SOURCE: The College Board, *National Report: College Bound Seniors, 1988.*

ACT Scores: A Slight Decline in 1988

The 1988 ACT composite score is 18.8, up 0.1 from 1987. Scores in 1988 increased in English usage, decreased in social studies and remained the same in mathematics and natural sciences. For the fourth straight year, composite scores earned by minority students increased. Blacks and Puerto Ricans both experienced 0.2 gains. Scores for American Indian/Alaskan Native students and for Mexican American/Chicano students increased by 0.3. White students' scores remained the same. About 842,000 students took the ACT assessment in 1988-89.

National ACT Assessment Results: 1969-70-1987-88 by Subject Area Test

Year	English	Mathematics	Social Studies	Natural Sciences	Total
1969-70[a]	18.5	20.0	19.7	20.8	19.9
1972-73	18.1	19.1	18.3	20.8	19.2
1973-74	17.9	18.3	18.1	20.8	18.9
1974-75	17.7	17.6	17.4	21.1	18.6
1975-76	17.5	17.5	17.0	20.8	18.3
1976-77	17.7	17.4	17.3	20.9	18.4
1977-78	17.9	17.5	17.1	20.9	18.5
1978-79	17.9	17.5	17.2	21.1	18.6
1979-80	17.9	17.4	17.2	21.1	18.5
1980-81	17.8	17.3	17.2	21.0	18.5
1981-82	17.9	17.2	17.3	20.8	18.4
1982-83	17.8	16.9	17.1	20.9	18.3
1983-84	18.1	17.3	17.3	21.0	18.5
1984-85	18.1	17.2	17.4	21.2	18.6
1985-86	18.5	17.3	17.6	21.4	18.8
1986-87	18.4	17.2	17.5	21.4	18.7
1987-88	18.5	17.2	17.4	21.4	18.8

SOURCE: American College Testing Service, *National Trend Data for Students Who Take the ACT Assessment* (1988).

[a] Data for 1970-71 and 1971-72 not available.

Endowments: 13.9 Percent Growth in 1986-1987

Endowments grew at a 13.9 percent rate in 1986-87, about half the rate of the previous year. A sample of 50 endowments shows a 13.1 percent decline for the last quarter of 1987, reflecting the October 19 stock market crash. The average asset allocation is 54.2 percent equities, 29.4 percent bonds, 12.7 percent cash, 1.9 percent real estate, and 1.8 percent miscellaneous.

Change in Endowment: June 1986 to June 1987
in Colleges and Universities with the 100 Largest Endowments

1987 rank	Institution	Market value	
		June 30, 1986	June 30, 1987
1.	Harvard University	$3,435,010,000	$4,018,270,000
2.	University of Texas System	2,530,730,000	2,829,000,000
3.	Princeton University	1,934,010,000	2,291,110,000
4.	Yale University	1,739,460,000	2,098,400,000
5.	Stanford University[1]	1,371,870,000	1,676,950,000
6.	Columbia University	1,266,640,000	1,387,060,000
7.	Texas A&M University[1]	1,110,440,000	1,214,220,000
8.	Washington University	958,461,000	1,199,930,000
9.	Massachusetts Institute of Technology	971,346,000	1,169,740,000
10.	University of California	not reported	1,122,160,000
11.	University of Chicago	802,500,000	913,600,000
12.	Rice University	755,782,000	857,155,000
13.	Northwestern University[1]	709,236,000	802,670,000
14.	Emory University[1]	745,188,000	798,549,000
15.	Cornell University	673,848,000	725,096,000
16.	University of Pennsylvania	540,084,000	648,528,000
17.	University of Rochester	576,642,000	556,908,000
18.	Rockefeller University	475,678,000	542,765,000
19.	Dartmouth College	477,774,000	537,272,000
20.	Johns Hopkins University	491,543,000	534,809,000
21.	Vanderbilt University	446,458,000	508,522,000
22.	New York University[1]	519,965,000	503,957,000
23.	University of Notre Dame	388,104,000	456,099,000
24.	California Institute of Technology[2]	366,193,000	408,946,000
25.	University of Southern California	361,784,000	401,171,000
26.	University of Virginia	340,387,000	396,329,000
27.	Duke University	not reported	363,706,000
28.	Brown University	not reported	347,520,000
29.	Case Western Reserve University	307,250,000	341,160,000
30.	Southern Methodist University	not reported	301,732,000

1987 rank	Institution	Market value	
		June 30, 1986	June 30, 1987
31.	Smith College	272,662,000	299,625,000
32.	Wellesley College	265,000,000	298,000,000
33.	University of Delaware	262,798,000	293,033,000
34.	University of Michigan	251,517,000	287,539,000
35.	Swarthmore College	233,765,000	276,019,000
36.	Carnegie Mellon University	228,768,000	265,893,000
37.	Williams College	247,830,000	262,588,000
38.	Wesleyan University	244,889,000	258,130,000
39.	University of Cincinnati	218,367,000	254,300,000
40.	Amherst College	224,428,000	248,354,000
41.	University of Minnesota	224,265,000	243,089,000
42.	Ohio State University	207,129,000	241,527,000
43.	Pomona College	199,320,000	232,675,000
44.	Loyola University of Chicago	219,467,000	231,739,000
45.	University of Richmond	204,603,000	228,761,000
46.	Grinnell College	208,787,000	226,783,000
47.	Wake Forest University	186,794,000	226,072,000
48.	Berea College	193,716,000	225,938,000
49.	Vassar College	204,084,000	224,351,000
50.	University of Pittsburgh	197,875,000	222,125,000
51.	Baylor University[3]	202,989,000	219,802,000
52.	George Washington University	207,061,000	216,253,000
53.	Tulane University	179,765,000	213,198,000
54.	Oberlin College	not reported	203,673,000
55.	Georgetown University	173,836,000	203,092,000
56.	Middlebury College	163,388,000	196,335,000
57.	Rensselaer Polytechnic Institute	177,443,000	190,835,000
58.	Lehigh University	156,212,000	181,259,000
59.	Boston College[3]	not reported	176,394,000
60.	Lafayette College	149,101,000	170,406,000
61.	University of Florida Foundation	138,732,000	160,450,000
62.	Boston University	131,525,000	159,192,000
63.	Thomas Jefferson University	151,444,000	158,154,000
64.	Mount Holyoke College	130,214,000	151,916,000
65.	University of Nebraska	124,442,000	144,946,000
66.	Kansas U. Endowment Association	138,420,000	144,662,000
67.	Carleton College	123,850,000	144,190,000
68.	Saint Louis University	120,493,000	140,883,000
69.	Rochester Institute of Technology	114,770,000	135,656,00
70.	Pennsylvania State University	109,418,000	130,980,000
71.	State University of New York[4]	124,501,000	130,191,000
72.	Syracuse University	112,625,000	128,400,000
73.	Brandeis University	120,536,000	127,600,000
74.	University of North Carolina-Chapel Hill	105,318,000	127,282,000
75.	Occidental College	109,455,000	126,709,000
76.	Academy of the New Church	111,975,000	124,606,000
77.	Washington State University	115,160,000	119,986,000
78.	Mount Sinai School of Medicine	97,417,000	115,733,000
79.	Trinity College (Conn.)	100,856,000	115,324,000
80.	Colorado College	not reported	113,102,000

1987 rank	Institution	Market value	
		June 30, 1986	June 30, 1987
81.	University of Miami[3]	102,142,000	112,094,000
82.	Earlham College	not reported	111,304,000
83.	Tufts University	97,232,000	110,795,000
84.	American University of Beirut	54,951,000	110,717,000
85.	Bryn Mawr College[3]	95,567,000	109,922,000
86.	University of Missouri	96,008,000	107,628,000
87.	Rutgers University	98,363,000	105,040,000
88.	Colgate University[3]	93,303,000	104,313,000
89.	Hamilton College	90,776,000	103,190,000
90.	Cranbrook Educational Community	not reported	102,371,000
91.	University of Illinois Foundation	86,842,000	102,309,000
92.	University of Washington	85,470,000	101,550,000
93.	Southwestern University	87,684,000	101,406,000
94.	Washington and Lee University	not reported	93,400,000
95.	Whitman College	77,659,000	90,295,000
96.	University of Wisconsin System	80,849,000	89,811,000
97.	Union College (N.Y.)	81,160,000	87,063,000
98.	University of Wisconsin Foundation[5]	67,543,000	86,113,000
99.	Radcliffe College	77,964,000	85,965,000
100.	Butler University[3]	75,052,000	85,213,000
101.	Agnes Scott College	81,798,000	85,118,000
102.	Claremont McKenna College	72,486,000	83,743,000
103.	Virginia Tech Foundation	64,530,000	83,177,000
104.	Bucknell University	77,837,000	82,394,000
105.	University of the South	78,160,000	80,736,000
106.	Santa Clara University	67,908,000	79,794,000
107.	Virginia Military Institute Foundation	66,060,000	78,633,000
108.	Worcester Polytechnic Institute	70,248,000	78,320,000
109.	Hampton University	76,572,000	75,860,000
110.	University of Alabama[2]	67,757,000	75,816,000
111.	Mercer University	67,340,000	75,747,000
112.	Haverford College	66,584,000	73,792,000
113.	St. Lawrence University	not reported	71,580,000
114.	Rhodes College	64,091,000	69,711,000
115.	University of Tennessee System	57,936,000	69,531,000
116.	Colby College	59,609,000	68,540,000
117.	Reed College	42,751,000	67,942,000
118.	Davidson College	58,650,000	66,931,000
119.	Loyola Marymount University	46,996,000	66,931,000
120.	College of the Holy Cross	61,301,000	66,822,000

SOURCE: National Association of College and University Business Officers

[1] As of August 31, 1987
[2] As of September 30, 1987
[3] As of May 31, 1987
[4] As of March 31, 1987
[5] As of July 31, 1987
[6] As of December 31, 1986

Review of the Year

Campus Trends: 1988 Highlights

The following overview of campus trends is based upon a 1988 sample of 367 institutions (including 131 two-year colleges, 67 baccalaureate colleges, 105 comprehensive universities, and 64 doctoral institutions).

Enrollment

- 54 percent of American colleges and universities have had net increases in enrollment since 1980.
- In 1987-88, the majority of institutions reported overall enrollment gains. A majority also reported increases in first-time freshmen.
- Only one in four institutions reported increases in enrollments of Black, Hispanic or Asian students.

Faculty

- About 80 percent of all colleges and universities reported making new faculty appointments. Half of American colleges and universities reported net gains in their number of full-time faculty last year. There has been a steady gain in the percentage of colleges reporting a net gain in faculty positions.
- Only 25 percent of all institutions and 40 percent of comprehensive and doctoral institutions reported a net gain in minority faculty.
- The average percentage of faculty holding tenure in 1987-88 was 62 percent.
- In 1988, 42 percent of all institutions reported a net gain in the number of part-time faculty. Some 68 percent of public two-year colleges, 29 percent of public four-year colleges, and 36 percent of independent colleges use part-time faculty for more than one-fourth of their courses.

- Sizeable shortages exist in computer sciences, business, and mathematics. Other areas of expected shortages: health professions, engineering, foreign languages, and physical sciences.
- Colleges and universities are not expecting an increased rate of faculty retirements over the next few years and only a few have procedures to anticipate changes in retirement rates.
- Only 18 percent of colleges and universities offer phased retirement options to their faculty.

Financial Status

- Only 57 percent of two-year public institutions and 67 percent of four-year public institutions received increased revenues from state and local governments, their primary source of financial support.
- Only half of American colleges and universities reported increased income from gift sources.
- Over half of America's four-year institutions, both public and private, report an increase in the share of costs paid by parents and students.
- Federal aid funds decreased for 21 percent of all colleges and universities. Another third received no increase.
- The median tuition increase for all colleges is about 6 percent.

Curriculum Changes

- About 90 percent of all colleges and universities report major curriculum changes. About 85 percent of institutions report greater emphasis on improving writing skills.
- 74 percent report new general education requirements.
- 65 percent report new ways to involve students in internships.
- 60 percent report new emphasis on analytical or critical thinking.
- 58 percent report new methods of assessing student progress and learning. About three quarters of institutions expect some form of assessment to be introduced in the next few years.

SOURCE: Elaine El-Khawas, *Campus Trends, 1988* (Washington, D.C.: American Council on Education, 1988).

A Higher Education Chronology, 1987-1988

1987

September: House of Representatives approves a $20.6 billion FY88 education budget. Senate endorses $21.2 billion spending level. Nearly 125 NEA members, all part of the NEA Congressional Contact Team network, come to Washington to urge full education funding.... Local NEA affiliates begin process of holding open hearings to help determine NEA endorsement of a U.S. presidential candidate.... NEA begins year-long AIDS education effort by issuing "The Facts About AIDS," a comprehensive discussion of the disease, its prevention, and its treatment.

October: Senate defeats nomination of Judge Robert H. Bork to fill the vacancy on the U.S. Supreme Court created by the resignation of Justice Lewis H. Powell. NEA had earlier become the first national organization to officially oppose Bork's nomination. In February 1988, the Senate confirms nomination of Judge Anthony Kennedy.... Recent gains in college and university endowments, foundation, and pension fund holdings suffer during stock market crash. The endowments of the 50 colleges with $100 million or more in endowments drop an average of 13.1 percent in the fourth quarter of 1987.... United Negro College Fund awards NEA President Mary Hatwood Futrell its Outstanding Leadership Award.

November: NEA calls TIAA-CREF proposal for annunity reform inadequate. The proposal calls for the creation of six new investment funds, but fails to permit transferability of funds already paid into the TIAA-CREF system.... Education Commission of the States and State Higher Education Executive Officers issue report calling efforts to increase minority representation at colleges and universities "distressingly stalled." The report urges state governments to play a bigger role in helping students prepare for and remain in college.

December: NEA strongly protests Secretary of Education William J. Bennett's proposed revision of the Education Department's rules for recognizing accrediting agencies. The rules would have required institutions seeking accreditation to adopt testing or other means of assessment of educational objectives. The final rules, issued in July 1988, do not contain this provision.... Averting the automatic across-the-board budget cuts mandated by the Gramm-Rudman Act, the House and Senate agree on a compromise budget that allows $20.13 billion for education. Pell Grants increase from $3.8 to $4.3 billion. Education Secretary William J. Bennett had proposed a $1 billion cut in this program.... NEA community college representatives adopt major statement on community college governance.

1988

January: Former Secretary of Education Terrel H. Bell publishes memoir that charges that ultraconversatives opposed to any federal role in education and hostile to minorities played key roles in setting the Reagan education agenda.... State budgets for public higher education in 1988 predicted tight.... American College Health Association issues revised "General Statement on Institutional Response to AIDS."... Secretary of Energy John S. Herrington announces seven finalists for the proposed $4.4 billion Superconducting Supercollider: Arizona, Colorado, Illinois, Michigan, North Carolina, Tennessee, and Texas. The FY 1988 federal budget contains no money for the project.

February: President Reagan's FY 1989 higher education budget includes a 10 percent increase in student aid (the President's FY 1988 budget proposed a 46 percent cut). The proposal contains a $750 million increase for Pell Grants, an increase in the maximum grant to $2,300, and expansion of eligibility to include less-than-half time students. It also calls for the elimination of the Perkins Loan, the State Student Incentive Grant, and several other categorical programs.... FBI monitoring of campus-based groups opposed to Reagan Administration policies in Central America surfaces in documents obtained under the Freedom of Information Act.... National Science Foundation predicts 3 percent increase in total spending on research and development, the smallest increase since 1977.

March: Both Houses of Congress override President Reagan's veto of the Civil Rights Restoration Act. NEA had strongly supported passage after the Supreme Court weakened the antidiscrimination provisions of four civil rights statutes in the 1984 *Grove City v. Bell* case.... NEA issues new report on part-time hiring.... NEA Higher Education Conference hears San Antonio Mayor Henry Cisneros laud role of NEA in promoting economic growth through education. Wihelmina Delco, chair of the Higher Education subcommittee of the Texas legislature, urges college faculty to increase their lobbying efforts. NEA Vice President Keith Geiger discusses new threats to academic freedom.... NEA participates in Freedom of Information Day activities on Capitol Hill. Senator Patrick A. Leahy denounces Reagan Administration attempts to limit access to information.... House of Representatives approves $1.1 trillion budget resolution that provides increases for Pell Grants and other programs for low-income college students.... Students and faculty at Gallaudet College, the nation's only liberal arts college for the deaf, force the resignation of newly elected president Elisabeth Ann Zinser, who is not deaf and who does not know sign language. Gallaudet's trustees subsequently choose I. King Jordan, dean of Gallaudet's arts and science college, as Zinser's replacement.

April: On the anniversary of the landmark 1983 report, *A Nation At Risk*, NEA challenges the Reagan Administration's record in education in a rally across from the White House. NEA President Mary Hatwood Futrell points out that Reagan Administration attempts to cut back on federal aid to education directly ignored admonition in *A Nation at Risk* that "Excellence costs."... NEA Higher Education Standing Committee terms sexual harassment "reprehensible." It calls on colleges and universities to declare faculty-student relationships "unprofessional," and to develop educational programs and grievance procedures.... Senate FY 1989 budget resolution contains a $1.2 billion increase for education spending.

May: NEA pressure helps force TIAA-CREF to permit transfers into and out of its retirement funds. The long sought after change affects the portfolios of one million participants at over 4,000 institutions.... Secretary of Education William J. Bennett announces that he will resign from the Cabinet in September.... Final compromise budget resolution provides $1.1 trillion, including small increases for most education programs.... South African Archbishop Desmond Tutu announces he will return the honorary degrees awarded to him by American colleges and universities that have not divested their holdings in the stocks of companies that do business in South Africa.

June: AAUP adds four colleges to its list of censured institutions: Claflin College, S.C., Hillsdale College, Mich., the University of Judaism, Calif., and the Maryland Institute, College of Art.... House of Representatives approves education appropriation that raises FY 1989 spending to $21.9 billion.... House Postsecondary Education Committee approves legislation designed to lower the rate of student defaults on federally insured education loans. In July, the House Education and Labor Committee passes an amended bill. The bill requires the Secretary of Education to issue a Pell Grant payment schedule for full funding of all awards, and increases the Pell Grant maximum.

July: 1988 NEA Representative Assembly adopts Learning Laboratory plan for redesigning public education. The plan includes a substantial higher education component. Rep. Augustus Hawkins (D-CA), chair of the House Education and Labor Committee, wins NEA Friend of Education Award. The 8,400 RA delegates learn that NEA higher education membership increased by over 2,500 in 1987-1988.... NEA sends over 400 delegates and alternates to the Democratic convention in Atlanta.... Roxanne E. Bradshaw is reelected NEA secretary-treasurer. Roy Weatherford is elected to a higher education at-large seat on NEA Board of Directors.... The House Ways and Means Committee approves technical corrections to the 1986 Tax Reform Act. The bill reduces the level of tax-exemption for employer-provided educational assistance.

August: President Reagan nominates Lauro F. Cavazos, president of Texas Tech University, to replace William J. Bennett as Secretary of Education.... NEA sends over 30 delegates and alternates to the Republican National Convention.... A trade bill that authorizes several postsecondary education and training programs is signed by President after plant closure clause is removed from bill. In a separate action, Congress passes the plant closure legislation, which is allowed to become law without the President's signature.

Higher Education Legislation, 1987-1988

During 1987-88, action on the Civil Rights Restoration Act and on the FY 1988 and 1989 budgets dominated the congressional agenda on higher education.

On March 22, 1988, both Houses of Congress overrode President Reagan's veto of the Civil Rights Restoration Act. The Act, which immediately became effective, is designed to assure that federal funds are not used to subsidize discrimination based on race, age, sex, or physical disability.

The Civil Rights Restoration Act was first introduced in Congress soon after the Supreme Court weakened the antidiscrimination provisions of four civil rights acts in the 1984 case, *Grove City v. Bell.* The Grove City decision held that federal statutes prohibiting discrimination covered only a specific program or activity that received federal funds, and not the whole institution.

The Senate vote for the Civil Rights Restoration Act veto override was 73-24, and the measure passed the House 292-133. The legislative history of the Civil Rights Restoration Act, which was strongly supported by NEA, is recounted in a special report in this section of the *NEA Almanac of Higher Education.*

In December, 1988, Congress passed a FY 1988 budget that included significant increases for some higher education programs. Education Department programs received $20.13 billion, as opposed to $19.47 billion in FY 1987. Pell grant funding increased by almost $500 million dollars. Special Programs for the Disadvantaged (TRIO) and graduate fellowships also received large increases. The Reagan Administration had originally proposed a $5.5 billion cutback in education funding, including a reduction of $1 billion in Pell Grants, a halving of Graduate Student Loan appropriations, and the elimination of Supplemental Educational Opportunity Grant and Work-Study programs. The Senate and House ignored the Administration recommendations and voted to fund all programs at $21.3 billion and $20.7 billion respectively. But the threat of a presidential veto and of Gramm-

Rudman across-the-board budget cuts led to a compromise on the final appropriation level. Implementation of the Gramm-Rudman deficit-reduction act would have meant an 8.5 percent cut for all programs, a $600 million cut in higher education programs alone.

The FY 1989 appropriations bill agreed upon in August, 1988 by House and Senate conferees included a $1.5 billion increase over FY 1988 spending. Higher education programs were increased by an average of 5 percent. The Reagan Administration had originally proposed zero funding for Perkins Loans and State Student Incentive Grants, but the compromise legislation funded both programs at just under FY 1988 levels. The final appropriation put these programs $32 million below the Senate's original figure and $224 million below the House's.

The bill also provided $4.5 billion for Pell Grants, $3.2 billion for Stafford Student Loans (formerly Guaranteed Student Loans), and $438 million for Supplemental Educational Opportunity Grants.

After several years of hearings and deliberations, and after a presidential veto of an earlier version, a new trade bill became law in 1988. The bill authorizes several postsecondary programs, including: regional centers to advance technology transfer from postsecondary institutions to business, a repair program for university research facilities, academic programs for preparing teachers of illiterate adults to read and write, and programs to improve library technology and the acquisition of foreign language technical journals.

House and Senate Committees last summer passed differing versions of legislation designed to reduce the rate of defaults on federally insured student loans. Under both bills, institutions with high default rates could lose their eligibility for participating in federal loan programs. The House bill, unlike the Senate's, required the Secretary of Education to issue a Pell Grant payment schedule for full funding of all awards. The Pell Grant maximum would also be increased.

In another significant action, by a vote of 42-58, the Senate rejected to nomination of U.S. Appeals Court Judge Robert H. Bork as an associate justice of the U.S. Supreme Court. Bork was a former U.S. Solicitor General and a former Yale Law School professor. Subsequently, the Senate confirmed the nomination of U.S. Court of Appeals Judge Anthony J. Kennedy. The vacancy was created by the resignation of Justice Lewis Powell at the end of the court's 1986-1987 term.

In September, 1988, the Senate confirmed President Reagan's nomination of Lauro F. Cavazos as secretary of the U.S. Department of Education, replacing William J. Bennett. Cavazos had been president of Texas Tech University since 1980.

Legislative Actions of the 100th Congress: 1987-1988 (through August 31, 1988)

P.L. 100-15. Designates March 20, 1987 as National Education Day.

P.L. 100-25. Designates April 10, 1987 as Education Day, U.S.A.

P.L. 100-48. The Montgomery G.I. Bill. Provides educational benefits to veterans who began active or reserve duty after June 30, 1985.

P.L. 100-50. Higher Education Technical Amendments of 198

P.L. 100-64. Designates July 22, 1987 as National Literacy Day.

P.L. 100-71. Supplemental Appropriations Bill, 1987. Provides $19.4 million in additional FY 1987 budget authority for selected education programs and for the transfer of funds among various Education accounts.

P.L. 100-177. NSF. Authorizes spending for FY 1988.

P.L. 100-190. Designates January 28, 1988 as National Day of Excellence.

P.L. 100-202. FY 1988 Continuing Appropriations Resolution. Provides funds for most government programs in FY 1988.

P.L. 100-203. FY 1988 Budget Reconciliation. Includes new taxes, benefit reductions, and other savings designed to reduce the deficit by $17.6 billion in FY 1988 and $22 billion in FY 1989.

P.L. 100-259. Civil Rights Restoration Act of 1987. Amends several civil rights statutes to clarify application of their provisions.

P.L. 100-369. Student Aid. Makes Supplemental Student Loans for Students more difficult to obtain by requiring students to apply first for Stafford Student Loans or Pell Grants.

P.L. 100-418. Trade Law. Authorzes $1.7 billion for education and training programs including $115 million for colleges and universities.

P.L. 100-436. Education and Health Spending. Provides $21.72 billion for FY 1898 education spending, including $4.5 billion for Pell Grants, and $3.2 billion for Stafford Student Loans (GSL's).

P.L. 100-570. NSF. Authorizes spending for FY 1989 through FY 1993.

Higher Education: Economic Conditions

The following report was prepared by the American Council on Education.

This report describes the current economic condition of American higher education: the demand and supply for the product in terms of enrollments, the productivity of the enterprise in terms of the number of degrees awarded, and its financial condition in terms of assets, revenues, and expenditures. This description is not intended as a comprehensive statement on the condition of American higher education. For example, issues relating to the quality of the educational process or the nature of the curriculum on American campuses—topics of a number of recent national reports and debates—are not discussed in detail. Nor do the statistics deal with questions surrounding college athletics or the process of accreditation of institutions.

The thorny questions of "What is the value of a higher education?" and "How much higher education should we have?" are also not addressed in this section. Discussion of these issues involves technical considerations of measuring additional income accruing to individuals who attend higher education relative to those who do not, and the value to society of having a well educated citizenry. Suffice it to say here that there should be enough higher education to allow for the accomplishment of our national goals.

Trends in Participation

Enrollments. Currently, over twelve million students are enrolled in institutions of higher education; about 60 percent are classified as full-time. Almost eleven million are enrolled for undergraduate study, and one and a half million are enrolled in graduate or professional schools.

Enrollments in higher education increased by roughly 50 percent in the 1950s, more than doubled in the 1960s, increased by about one-third in the first half of the 1970s, and have remained relatively level since then. Trends in the number of graduate and professional school students have been similar to that of undergraduates, and postbaccalaureate enrollments have remained between 10 to 15 percent of total enrollments in higher education throughout the past several decades.

In 1950, one half of all students in higher education were enrolled in independent sector institutions. By 1960, this figure had dropped to two-fifths and by 1970, just one-quarter of enrollments were in the independent sector. By 1975, the figure had dropped further so that slightly more than one-fifth of all students in higher education were enrolled in independent sector institutions, a share which has remained relatively stable for the past decade.

The proportion of enrollments at public four-year institutions peaked at slightly above 50 percent in 1970, and currently is 43 percent, the same share as in 1950. Public two-year enrollments have show the greatest growth raising from less than one-tenth in 1950 to over one-third in 1975, a figure which has remained relatively constant over the past decade.

The number of individuals in the traditional college age population of ages 18 to 24 peaked at the beginning of this decade; since 1980, it has declined by 10 percent and is projected to decrease by another 15 percent before it bottoms out in the mid-1990s. In the past decade, an increasing proportion of older nontraditional students have enrolled, so that total enrollments have remained relatively level. The continued decline in the traditional college age population means that institutions face another decade of limits in the growth of their applicant pool.

With the growth in the number of nontraditional students, the age of students enrolled in higher education institutions has increased. According to U.S. Census Bureau statistics, nearly 40 percent of college students in 1985 were 25 years of age or older, compared to less than 30 percent in 1970. This trend toward older students is especially noticeable for females; over 40 percent of female college students were 25 years of age or older in 1985, compared to roughly 25 percent in 1970. One projection suggests that by the early 1990s, the number of college students who are 25 years of age or older will equal the number who are 24 years of age or younger.

Coincident with the growth in the number of older students has been an increase in the proportion of students who enroll on a part-time basis. Among students enrolled for degree-credit, over two-fifths were enrolled part-time in 1985 compared to one-quarter in 1950 and less than one-third in 1970. Some of the increase in the proportion of part-time students can be attributed to the growth in female students, who are more likely to enroll part-time than men. In 1983, for example, 46 percent of female students were enrolled part-time, compared to 38 percent for males.

Degrees Awarded. American colleges and universities now annually award close to one million bachelor's degrees, almost 500,000 associate degrees, 300,000 master's degrees, 70,000 professional school degrees, and 30,000 doctorates. The pattern of growth in the number of degrees awarded have varied for the various types of degrees.

- The number of bachelor's degrees more than tripled between 1955 and 1975, and has remained relatively constant since 1975.
- Master's degrees increased five-fold between 1955 and 1975, rose slightly through 1980 and have since declined modestly.
- The number of doctorates awarded peaked in the mid-1970s and has declined moderately in the past decade.
- Professional school degrees remained relatively level through the mid-1960s, and roughly tripled from 1965 to 1985. Unlike the other types of degrees, the number of professional school degrees awarded continued to increase through the mid-1980s.
- The number of associate degrees awarded grew dramatically between 1965 and 1975, and has had an uneven growth since the mid-1970s.

Trends in degrees awarded vary considerably by general field of study. In the past decade, the pattern has been that an increasing proportion of students receive degrees in the natural sciences, engineering, and mathematics-related fields and in business fields. The proportion of bachelor's degrees in the nonsciences and nonbusiness fields correspondingly fell.

Participation by Women. Increased participation by women has been one of the success stories in higher education. Women now constitute over one half of all higher education enrollments, compared to less than one-third of enrollments in 1950 and roughly two-fifths in 1970. In terms of degrees awarded, women now receive more than one-half of bachelor's and master's degrees (up from less than two-fifths in the 1950s), and one-third of doctorates and professional school degrees, up from roughly one-tenth or less in the 1960s.

But concerns remain about various aspects of women's participation in higher education. Women continue to enroll and receive degrees disproportionately in their traditional fields of study. For example, they receive 10 percent or less of the degrees awarded in engineering, and 70 percent or more of the degrees awarded in education. Nor have gains in enrollments and degrees received been fully translated into faculty positions: women in 1981 held about one-quarter of all faculty positions, were one-fifth of all associate professors, and only one-tenth of all full professors. These proportions are lower than those existing at the turn of the century. Moreover, marked salary disparities continue to exist for women faculty members compared to males of similar rank.

Participation by Ethnic/Racial Minorities. After substantial gains in participation in minority groups in higher education between 1965 to 1975, progress has been sporadic and uneven over the past decade. Recent statistics suggest that the absolute number of Black students enrolled in higher education has remained level or declined slightly despite steady increases in the number of Black high school graduates. As a result of these trends, Blacks as a proportion of enrollments appear to have decreased at both the undergraduate and graduate school levels, and increased slightly in professional schools. By contrast, the number of Hispanic and Asian American students and their proportion of total enrollments has continued to increase at the undergraduate, graduate, and professional school levels.

Blacks and Hispanics as a proportion of total enrollments continue to fall short of their presence in the general population, and their participation tends to decline at each successive level of educational attainment. For example, Blacks constitute 17 percent of elementary and secondary school enrollments, but are 10 percent of undergraduates and receive only 7 percent of bachelor's degrees awarded and 4 percent of doctorates awarded. Students of Spanish origin are 9 percent of elementary and secondary school students, 5 percent of undergraduates, and receive roughly 3 percent of bachelor's degrees and 2 percent of doctoral degrees awarded. By contrast, Asian Americans as a proportion of enrollments and degrees awarded tend to increase at each successive level of education.

Moreover, participation by students from all minority groups remains concentrated in their traditional fields of study. Blacks and Hispanics are more likely to study in the social sciences, humanities, and education fields, and Asians remain primarily concentrated in the sciences and engineering. The continuing concentration of minority students in their traditional fields of study helps to explain why the composition of faculty in many fields remains seriously short of minority representation.

Participation of Students by Socioeconomic Status and Ability Level. Enrollment and retention rates for disadvantaged and minority students have not increased appreciably in the past decade. Moreover, financially disadvantaged students still tend to enroll in certain types of institutions. These conditions mean that providing choice regardless of financial circumstances remains a distant goal. Many talented but poor students apparently still forego a college education because of lack of money or lack of information about available financial aid. Statistics from longitudinal studies of high school graduates indicate that students of high ability from families with low socioeconomic status are substantially less likely to attend college than similar ability students from higher income families.

Financial Measures of Higher Education Activity

Revenues. Higher education is now a $100 billion enterprise on an annual basis. Tuition and other student fees represent about one-quarter of the total revenues that institutions receive. Federal funds, mostly for research grants, constitute one-tenth of institutional revenues; private gifts and endowment income are another tenth, and revenues from auxiliary services such as hospitals and bookstores represent one-fifth of institutional revenues. The largest source of revenues are state appropriations, which provide almost one-third of all institutional revenues.

The above accounting of higher education revenues tends to understate the federal role in the financing of higher education in that it does not reflect the use of most federal student aid for the payment of tuition and other institutional charges. If federal student aid dollars that are used to pay institutional charges are added to the federal share of revenues indicated in the preceding paragraph, then institutional revenues from federal sources are roughly one-fifth, and the share of tuitions and other charges from families and students would be correspondingly smaller.

In the diverse and pluralistic system of American higher education, there are substantial differences in the revenue patterns of public and independent sector institutions. Public institutions receive about one-half of their revenues from state and local governments, whereas this source constitutes 5 percent or less of independent sector budgets. Tuition and fees are less than 15 percent of public sector budgets, but almost 40 percent of the revenues of independent sector institutions. Roughly 15 percent of independent sector revenues come from endowment income and private gifts, compared to less than 5 percent in the public sector.

These general figures, while useful in describing the scope of the higher education enterprise, disguise the differences that exist among institutions according to their size, research orientation, and other factors. One such difference is the "tuition dependence" of institutions. Tuition at doctoral granting institutions in the independent sector constitutes about one-quarter of their total revenues, but at baccalaureate institutions tuition is typically half or more of total revenues. The size of endowments and the reliance on endowment income is another source of wide variation. The top 100 institutions hold about 70 percent of all endowments, and less than 10 percent of institutions earn more than $1 million in annual endowment income.

Expenditures. Total expenditures by colleges and universities were about $10,000 per full time equivalent (FTE) student in 1984-85. Expenditures related directly to education were approximately $8,000 per FTE student. The nominal dollar amount spent on education per student has increased substantially over time. But when adjusted for inflation, spending per student in higher education has remained relatively constant for the past decade.

Unlike the revenue side of the ledger, public and independent sector institutions show similar expenditure patterns. About one-third of expenditures go for instruction, one-tenth is devoted to research activities, and another tenth goes for academic support including libraries. Thus, slightly more than one-half of total expenditures are allocated for teaching, research, and academic support activities. The remainder is spent for auxiliary enterprises (slightly more than 10 percent), hospital operations (slightly less than 10 percent), operation and maintenance of plant (10 percent), administrative costs (10 percent), student services (5 percent), and institutionally funded scholarships and fellowships (5 percent). When only education-related expenditures are examined, over half is for instruction, about one-sixth is for research and public service, and about one quarter is in the form of institutional support.

Assets, Liabilities, and Net Worth. The book value—the cost of an asset at the time of construction or acquisition—of the buildings, land, equipment, and investments of America's colleges and universities was slightly less than $150 billion at the end of fiscal year 1985. Buildings and land represented more than half of the total value, equipment another one-fifth, and the market value of endowments was about one-fifth of the total. Liabilities against assets, mostly in the form of bonds, were slightly more than $20 billion, or about 15 percent of the asset value. Using these rough figures, it would appear that the net worth of the higher education enterprise—the value of assets minus liabilities—was an estimated $125 billion.

The costs of replacing campus structures and equipment, however, are substantially higher than the book values reported by institutions. The replacement value of buildings is at least twice as large as the book value of buildings reported for accounting purposes. This suggests that the net worth of the higher education enterprise is much larger than $125 billion. On the other hand, institutions of higher education, because of their nonprofit status, typically do not report depreciation of buildings and equipment as corporations would do, and therefore their reported value may exceed actual value for much of the physical plant.

Costs of Attendance. Students attending public sector institutions in 1986-87 faced an average total cost of attendance for tuition and fees, room and board of roughly $3,800. The average total costs for a student in the independent sector were about $9,500. (These figures do not include expenses associated with books, transportation, or other expenses related to attendance which might add another $1,000 to the total bill.) For tuition and fees alone, the average in the public sector in 1986-87 was about $1,100, and in the independent sector the average tuition and fees was $6,230. These averages hide considerable variation among institutions. In the public sector, some community colleges still charge less than $100 whereas a handful of public four year institutions charge tuitions in excess of $3,000. Among institutions in the independent sector, a few charge $2,000 or less, and several dozen charge in excess of $10,000.

Tuition in the 1980s has tended to rise faster than the inflation rate in the general economy, in contrast to the late 1970s when the rate of increase in inflation exceeded the growth rate for tuition. Over the past two decades, tuition increases have averaged about 7 percent per year at public institutions and 8 percent per year at independent institutions. The average increase in the CPI has been 6 percent during this time. Tuition increases have generally exceeded the rate of inflation, although in five of the past 20 years they have increased more slowly than inflation. The pattern has been that tuition increases tend to lag behind the rate of inflation by one to two years.

The Governmental Role In Financing Higher Education

Government support of higher education predates the nation's origins: several of the colonies donated land and allocated funds to the first privately chartered colleges and universities. The

Northwest Ordinance of 1785 set aside public lands for the use of education, and the Morrill Act of 1862 served as a stimulus for the creation of state universities across the country.

Federal, state, and (to a lesser extent) local governments are important financial contributors to higher education. At the federal level, this support typically takes the form of assistance to students and the conduct of research and development. The state role in higher education, which is larger than the federal one in terms of dollars, is predominantly in the form of general support to public sector institutions, although it also includes aid provided directly to students and, in a few instances, funds for independent sector institutions. Local governmental support is almost entirely in the form of payments to community colleges.

Total federal, state, and local governmental spending for higher education institutions and students now exceeds $50 billion annually, a four-fold increase since the mid-1960s. When adjusted for inflation, government support for higher education has increased by about two-thirds over the past two decades.

Trends in State Support

Of the state funds for higher education, over three-quarters are for the general operations of public sector institutions; less than 10 percent are for state funded student aid programs, and less than 5 percent are directed toward independent sector institutions.

In the 1980s, state appropriations for higher education have increased at roughly the rate of inflation, after several decades of substantial real increases in funding. The $20 billion in state funds spent for higher education in 1980 are roughly equivalent when adjusted for inflation to the $30 billion that higher education now receives.

The Federal Financial Commitment for Higher Education

For federal funding, the pattern in the 1980s has varied by type of activity. Other than Guaranteed Student Loans, student aid programs funded through the U.S. Department of Education have kept pace with inflation in the 1980s despite efforts by the Reagan Administration to bring about sharp decreases. In the GSL program, federal payments have seesawed as a result of changing market interest rates, which directly affect the size of federal interest payments to lenders. Social Security payments for student beneficiaries have been phased out entirely after reaching nearly $2 billion in 1980, and veterans educational benefits have sharply declined as most Vietnam era veterans have used up their eligibility for benefits. Federal support for research and development at colleges and universities has generally increased in real terms in the 1980s, after a period of relatively level or reduced real levels of federal funding that occurred in the 1970s.

Federal Support of University Research and Development.

Federal funding of research and development conducted on campus—which constitutes three-quarters of all funding for university-based research and development—has grown in real terms in the 1980s. Despite the recent growth in government resources devoted to university research and development, however, American leadership in a number of research areas has slipped. This apparent slippage raises questions about the adequacy of the federal investment in research relative to foreign competitors and the fields to which research dollars are allocated.

The role of colleges and universities in research and development is, in some ways, substantially different from the overall national effort. For example, colleges and universities perform about one-tenth of total research and development, but are responsible for roughly half of the nation's basic research. Over 70 percent of national research and development is in the field of defense, but less than 20 percent of federal research dollars to colleges and universities come from the Department of Defense. The Department of Health and Human Services, primarily through the National Institutes of Health, continues to provide over 40 percent of the total federal research dollars that are distributed to colleges and universities.

Federal support for university research has traditionally been concentrated in a select number of institutions. The top research institutions receive 25 percent of all the federal research dollars that go to universities, and the top 100 institutions receive over 80 percent of federal university research funds.

Funding for Federal Student Assistance. The governmental role in student assistance stretches back at least to the 1930s when the federal government in concert with states provided limited support to students trying to overcome the financial obstacles created by the Great Depression. A much larger federal presence in student aid was created through the passage of the GI Bill following World War II. To address scientific and engineering manpower concerns, the National Defense Education legislation of 1958 authorized both fellowship and loan programs.

Since the passage of the Higher Education Act in 1965, there has been a consistent and, until recent years, growing federal effort to fund grants, loans, and work in an effort to promote equal opportunity in higher education. This direction was strengthened in the Education Amendments of 1972 when Congress made a conscious decision to emphasize direct assistance to students rather than aid for institutions. Virtually all the states also provide assistance through their own grant programs, although the funding for these efforts is much smaller than federally-funded student aid or the general institutional support that states provide to public sector institutions.

In 1986-87, financial aid from all sources was roughly $20 billion. The federal government was the largest source, providing over $15 billion in grants, work-study, and loans. (Loans guaranteed by the federal government, but made by private lenders provided roughly 60 percent of federal aid.) State grant programs equaled $1.5 billion, and educational institutions provided about $4 billion dollars of aid from their own funds.

Although funding levels for student aid programs have generally increased as fast as inflation in recent years, the maximum awards in these programs have not kept pace with the rising costs of attendance or the general cost of living. Instead, the increased funding has aided more low income students. It has not provided these students with substantially larger awards.

Even under optimistic assumptions, federal and state budgetary realities are such that maximum awards in the grant, loan, and work-study programs are likely to continue to increase more slowly than the cost of college attendance or the general cost of living. An economic slowdown would likely further restrict funding increases. Institutional resources are insufficient to compensate for governmental cutbacks in student aid.

Another important policy consideration is the distribution of student assistance funds by type of institution. In 1986-87, over half (54 percent) of Pell Grant dollars went to students attending public sector colleges and universities; one-fifth went to students at independent institutions; and one-quarter of all Pell Grant dollars were awarded to students attending proprietary sector schools. Students in public colleges and universities received about half of the funds received through the campus-based programs (Supplemental Education Opportunity Grants, College Work-Study, and National Direct Student Loans). Two-fifths went to students attending independent institutions, and one-tenth to students attending proprietary institutions. Comparable data does not exist for Guaranteed Student Loans; however, estimates from the National Postsecondary Student Aid Survey field test indicate that slightly less than one-half of GSL loan funds go to students attending public sector institutions. Students at independent institutions borrowed about one-third of loan dollars. Students at proprietary institutions used one-fifth of GSL dollars.

Growing reliance on student loans. There has recently been a marked shift from grants to loans as the primary means for providing financial aid. The number of borrowers in federal loan programs quadrupled over the past decade. Loans represent more than one-half of the total financial assistance that students enrolled in postsecondary educational institutions receive. Over the past decade, student loan volume increased several fold, a much more rapid increase than the growth in federal grant assistance. When Social Security and veterans education benefits are included, federal grant assistance has declined in nominal dollars over past decade. The gap between loans and grants is likely to widen even further under the 1986 reauthorization of the Higher Education Act. The Act increased loan limits in the entitlement GSL program, but left funding levels in the Pell Grant program subject to the annual appropriations cycle.

Student loan defaults. The increased use of loans over the past decade has resulted in a rapid growth in student loan defaults. Federal payments for defaults in the GSL program now exceed $1.5 billion annually—about one-half of all GSL program expenditures. The consistent growth in the amount of defaults, and the recent increase in the default rate, represent real obstacles to increased funding for student assistance programs.

Government-reported default rates—which measure default activity since a program began—are approximately 9 percent in both the GSL and NDSL program, once collections on previously defaulted loans are taken into account. But when measured annually, as banks measure their loss rates, the GSL default rate net of collections is roughly 5 percent, substantially higher than loss rates for mortgages, consumer loans, and credit cards. Moreover, the GSL default rate, no matter how it is measured, has increased in recent years after several years of decline.

The growth in student loan defaults has been principally a function of the rapid increases in the number and amount of loans entering repayment. Defaults have also increased as a result of the growth in the number of loans that have been made to lower income students. Such students find it necessary to borrow as grant availability declines. Extant data strongly suggests that lower income students are more likely to default than middle- and upper-income students who previously were a larger proportion of the student borrower population. Whatever the reason, the growth in student loan defaults is an issue that poses a threat to the long term credibility of all student assistance programs.

The Civil Rights Restoration Act

This is an edited version of a Congressional Reference Service report.

Overview

How broad should the coverage of federal civil rights laws be? Congress debated this issue when drafting legislation that responded to the February, 1984 U.S. Supreme Court decision in *Grove City College v. Bell.* In that case, the Court ruled that the prohibition against sex discrimination in Title IX of the Education Amendments of 1972 covers only the particular education "program or activity" receiving federal financial assistance, not institutions as a whole. The decisions also affected three civil rights laws prohibiting discrimination due to race, handicap, and age.

The "Civil Rights Restoration Act" would ensure broad coverage for Title IX and the other three civil rights laws. President Reagan vetoed the legislation on Mar. 16, 1988, but the Senate and House both voted to override the veto on Mar. 22, 1988, thus enacting the bill into law (P.L. 100-259). The President proposed alternative legislation, the "Civil Rights Protection Act of 1988," which provided less extensive coverage of the civil rights laws for entities receiving federal financial assistance. During the override debate, legislators debated two key provisions: coverage of churches and other religious organizations, and the employment of people with contagious diseases or infections. Other important issues: would coverage occur through assistance extended to individuals (for example, should schools be covered if their students received aid) and whether the Title IX regulations pertaining to abortion should be charged or limited.

The *Grove City College* Decision

The first section of Title IX of the Education Amendments of 1972 begins as follows:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. (Section 901)

The statute refers to the "program or activity" that received assistance, not to institutions as a whole. Nonetheless, the Department of Health, Education, and Welfare and later the Department of Education interpreted this phrase to mean that the prohibition against discrimination generally covered all parts of an institution or agency if any part received federal funds. (Among the parts not covered: programs or activities expressly deleted by the statute, such as undergraduate admissions in private colleges, or by the regulations, such as textbooks.) They argued that parts of schools that did not receive direct federal funding may still be integral to their educational process.

Originally the Department of Justice concurred in this broad interpretation. However, in August, 1983, after raising the issue in several other cases, it filed a brief with the U.S. Supreme Court in the case of *Grove City College v. Bell*. The brief argued that Title IX coverage generally should be restricted to the specific program or activity that receives assistance. On Feb. 28, 1984, the Supreme Court ruled that a restrictive interpretation is correct: all of Grove City College did not come under Title IX just because it received assistance from Basic Educational Opportunity Grants (called Pell Grants beginning in 1981). The Court held that the Title IX prohibition against discrimination covered only the college's student aid program.

The *Grove City College* case originated in 1977. The college had not executed an "assurance of compliance" form as required by Title IX regulations. This form required the college to acknowledge that it would operate applicable programs and activities in compliance with the regulations and that it would undertake remedial action if needed to eliminate existing discrimination or the effects of past discrimination. When the Department of Health, Education, and Welfare (HEW) began proceedings, an administrative law judge terminated federal student aid. The college then filed suit to nullify the order. The district court ruled in favor of the college on some issues and in favor of the government on others. Although the Supreme Court decided that the phrase "program or activity" should not be interpreted broadly, it rejected other arguments that would have further lessened Title IX coverage or restricted its enforcement:

- The Court ruled that the college was a "recipient" of federal financial assistance for purposes of Title IX even though it received that assistance only indirectly through federal grants to students. (See the discussion of this issue below.)

- The Court held that the government could terminate federal aid if a college failed to sign an assurance of compliance form (if it were limited to programs receiving federal financial assistance), even without a finding of discrimination.
- The Court also held that requiring compliance with Title IX in order to receive federal student grants did not infringe first amendment rights of either the college or its students.

The Department of Justice successfully argued against the college on each of these matters.

Grove City College dealt only with Title IX. However, observers assumed that its interpretation about scope of coverage also applied to three other civil rights statutes that have "program or activity" language: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. While Title IX prohibits discrimination on the basis of sex in most *education* programs and activities that receive federal financial assistance, the other three laws prohibit certain discrimination in *any* program or activity that receive such assistance: Title VI of the Civil Rights Act (discrimination on the basis of race, color, or national origin); Section 504 of the Rehabilitation Act (discrimination on the basis of handicapping condition); and the Age Discrimination Act (certain discrimination on the basis of age). These four laws protect the civil rights of women and girls, racial and ethnic minorities, handicapped persons, and older Americans.

Federal departments and agencies that provide grants, loans, or contracts (other than contracts of insurance or guaranty) to relevant programs must issue rules for enforcing the civil rights acts. To achieve compliance, they may terminate financial assistance or use other means authorized by law. (Although the civil rights statutes do not specify such other means, they could include law suits brought by the government or private parties.) However, termination of funding must be "pinpointed." In Title IX, for example, termination

> shall be limited to the particular political entity, or part thereof, or other recipient as to whom such a finding has been made, and shall be limited in its effect to the particular program, or part thereof, in which such noncompliance has been so found

This language explicitly limits the scope of fund terminations to particular programs or parts of programs. Many authorities therefore argue that *Grove City College* did not affect it, unlike the language defining scope of coverage. The "pinpointing" termination language implied narrowness rather than breadth. Nonetheless, some authorities asked whether proposed legislation might also alter the scope of termination provisions.

Legislation in the 98th, 99th, and 100th Congresses

Several bills were introduced in the 100th Congress to overturn the Supreme Court's narrow interpretation of "program or activity" in *Grove City College.* The principal bill, S. 557 (Kennedy), the "Civil Rights Restoration Act of 1987," would ensure a broad interpretation of that phrase. The bill applied to Title IX of the Education Amendments of 1972, to Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act. The Senate passed an amended version of S. 557 on Jan. 28, 1988. The House passed the bill without further amendment on Mar. 2, 1988. President Reagan vetoed S. 557 on Mar. 16, 1988, but both the House and Senate voted to override on Mar. 22, 1988, enacting the legislation into law. H.R. 1214 (Hawkins) was identical to S. 557 as the latter was introduced. Prior to the passage of S. 557, the Administration supported enactment of H.R. 1881 (Sensenbrenner), which applied only to educational institutions. Upon vetoing S. 557 President Reagan urged the adoption of a substitute measure, "The Civil Rights Protection Act of 1988" (H.R. 4203 (Sensenbrenner) and S. 2184 (Hatch)).

Supporters of S. 557 argued that it would restore the broad interpretation of "program or activity" that the government applied to the civil rights laws before *Grove City College.* However, some legislators asked whether the bill simply returned the scope of coverage to the pre-*Grove City* status or whether it expanded coverage. The wording of S. 557 reflects earlier Congressional debates about expansion. Thus, it is important to review the bill's legislative history.

In the 98th Congress, proponents of broad coverage introduced H.R. 5490/S. 2468. This bill deleted the phrase "program or activity" in the four civil rights laws and replaced it with the term "recipient." The definition of "recipient" was similar, though not identical, to its definition in the regulations that implemented the civil rights legislation. Opponents of H.R. 5490/S. 2468 argued that proposed statutory definition of "recipient" was so ambiguous that it would have greatly expanded coverage. They argued that coverage would have "trickled down" to all subunits within an entity that received federal assistance (to all municipalities within an aided county, for example), "trickled up" to an entity one of whose subunits received aid, and even "trickled around" to all parts of state or local government when only one state or local agency is assisted. Proponents maintained neither the proposed definition of recipient nor the actual regulatory language were not ambiguous upon application, and that legislative history would show that Congress intended to restore, not expand, coverage. H.R. 5490 passed the House in June 1984.

In the closing days of the 98th Congress, Senate supporters of S. 2468 attempted include new legislative language in an amendment to a resolution for continuing appropriations. The amendment had a "grandfather" clause that included as a "recipient" an entity that would have been considered such under agency regulations one day prior to the Supreme Court decision in *Grove City College*. The definition would exclude an entity that would not have been so considered on that day. After floor debate, the proposed amendment was tabled.

In the 99th Congress, the principal *Grove City College* legislation (H.R. 700/S.431) defined the phrase "program or activity" to mean "all the operations of" an entity (a state agency or a university, for example), any part of which receives federal financial assistance. The legislation did not mention the term "recipients." Nonetheless, debate over coverage ensued. The House Committee on Education and Labor and the House Committee on the Judiciary both adopted the same substitute version that tried to clarify the issue of coverage. The committees

- deleted a provision, criticized as open-ended, that would have covered all the operations of "any other entity" in a manner similar to those entities named in the bill.
- added a provision that exempted "ultimate beneficiaries" that had been excluded before *Grove City College*. (An ultimate beneficiary is an individual, such as a mother receiving Aid for Families With Dependent Children benefits, who is served by a federally funded program.);
- included all the operations of systems of higher education only if they were public systems;
- included all the operations of corporations and other private organizations only if those organizations were principally involved in providing education, health care, housing, social services, or parks and recreation. Otherwise, only the operations of the particular plant, etc., would be covered.

In the 100th Congress, S. 557 of the 100th Congress was based upon this substitute version of H.R. 700. Despite these committee efforts, some critics argued that the bill expanded, rather than restored coverage. Opponents of S. 557, noted all the different legislative drafts. They asked whether the current proposal was complete and final. Some foundno precedent for including all the operations of corporations involved in education, health care, and certain other activities. Some were troubled when proponents failed to state definitely whether the bill covered particular activities. Critics also asked what restoration meant in light of conflicting rulings about coverage prior to the *Grove City College* decision.

On the other hand, supporters of S. 557 viewed the legislative purpose as constant and the different legislative proposals as attempts to clarify, not change, coverage. Supporters believed the proposed rule of coverage was clear. They thought it inappropriate, if not misleading, to specify how it would be applied to different recipients of federal financial assistance. Proponents said the legislation resolved any previous differences in rulings about coverage. They saw the continued questioning about coverage as a delay tactic.

Should Coverage Be Broad or Narrow?

Proponents of a broad interpretation of "program or activity" argued that narrow coverage undermines the effectiveness of the civil rights laws. Restricting coverage to the particular programs or activities that received federal financial assistance, permitted these institutions to maintain discriminatory policies and practices in other areas. For example, schools could legally exclude girls from athletics, yet accept federal assistance for their science or special education classes. Municipal agencies could legally dismiss handicapped employees while using federal funds for duties other employees performed.

Proponents of broad coverage also argued that a narrow interpretation of "program and activity" left the issue of coverage unclear. If a company receives a federal grant to provide on-the-job training to disadvantaged workers, for example, is just its training covered? What about the other work it does? What about employee benefits? Would other trainees be included as well? Are all programs provided for by block grants covered? Would only those programs that actually receive support be covered? A narrow interpretation of "program or activity" meant uncertainty about rights and delays in enforcement.

Advocates of broad coverage suggested that the benefits of federal financial assistance are not restricted to the particular program or activity that receives direct aid. Outside assistance for one program often frees up institutional funds for other programs. Proponents of broad coverage claimed that discrimination in one program of an institution or agency "infects" others, even if the latter are theoretically protected by the civil rights laws.

Opponents of broad coverage argued that this language made the law's nondiscrimination requirements disproportionate to the benefits received from federal aid. Small grants to individual programs could lead to imposition of federal regulations throughout an institution or agency. A grant to the chemistry department, for example, could result in extending federal rules to music programs, gym classes, health services, and employee compensation. Support for libraries could trigger coverage for parks and swimming pools. Opponents cited Justice White's restrained opinion in *Grove City College*: "We have found no persuasive evidence suggesting the Congress intended that the Department's regulatory authority follow federally aided students from classroom to classroom, building, to building, or activity to activity."

Opponents of broad coverage added that it is easy to identify the particular program or activity that receives federal financial assistance. With few exceptions, federal aid is provided for stated purposes; it rarely is given for unrestricted use. Applications for aid typically require organizations to designate programs or activities that will be funded and to assure that funding is restricted to those purposes. Even if a federal grant to one program frees up institutional funds for others, the latter programs do not receive "federal" funds. And even if entire institutions and agencies benefit from federal grants, they are not as a whole "receiving" financial assistance.

After President Reagan's veto, a debate ensued over aquestion of coverage: the law's application to churches and other religious institutions. The bill apparently covered all funtions conducted in a church that received federal financial assistance for a social service program operated in its basement. (See Paragraph 3(B) in Section 3 through 6 of the legislative language.) An entire parochial school system would be covered if one school receives federal financial assistance. (See Paragraph 2(B) in Sections 3 and 6.) Proponents of S. 577 argued that such coverage of churches and parochial schools assured equal treatment for all institutions that received federal assistance. Churches that did not wish to comply with the nondiscrimination requirements should not accept federal funds. Opponents argued that coverage of religious organizations is inappropriate and unprecedented. Religious organizations should not have to choose between preserving their independence from governmental control and running social service programs. (H.R. 4203/S. 2184, the "Civil Rights Protection Act of 1988," would have explicitly limited coverage of churches to the particular program receiving federal financial assistance, and of parochial schools to the particular school receiving such assistance.)

Should Coverage Occur Through Assistance to Individuals?

In a hearing on its suit, Grove City College officials argued that certain federal student aid—Basic Educational Opportunity Grants (BEOG's, now called Pell Grants) and Guaranteed Student Loans (GSL's)—should not be considered as financial assistance to institutions for purposes of Title IX coverage. These programs, the officials argued, provided direct support to students and to banks, not to colleges which did not dispense the available aid. The federal district court ruled that both BEOG's and GSL's constitute federal financial assistance to schools whose students receive them, thus bringing them under the nondiscrimination provisions of Title IX.

The Supreme Court ruled that Title IX covered BEOG's (the college did not appeal the decision on GSL's). The Court noted that the same legislation that imposed the Title IX requirements also created BEOG's. It added that nothing in Title IX "suggests that Congress elevated form over substance by making the application of the nondiscrimination principle dependent on the manner in which a program or activity receives federal assistance." The Court found that both congressional intent and administrative practice included student aid within the scope of "financial assistance" for purpose of Title IX. The Court also stated in a footnote that "food stamps, Social Security benefits, welfare payments, and other forms of general-purpose of governmental assistance" did not trigger Title IX coverage of educational institutions.

Whether student aid triggers coverage under the civil rights laws raises a larger issue: whether extends to institutions when federal payments are made directly to individuals for that institution's services. Does the law cover grocery stores that accept food stamps? Does it cover pharmacies that fill Medicare and Medicaid prescriptions? Legislators also asked at what point institutions are covered through such payments: Does it depend upon the amount of federal funds they receive? Does it depend on whether the funds are for a particular purpose, rather than general income? What if institutions have administrative responsibilities, such as reporting requirements? Whether Congress expressly intended that the institutions be aided by the funds?

Proponents of S. 557 said that the legislation addressed only the question of how much of an institution would be covered, not whether it is covered at all. However, opponents argued that the expanded coverage brought about by the legislation made it important to clarify which institutions are covered and which are not. (H.R. 4203/S. 2184, the "Civil Rights Protection Act of 1988," explicitly provided that coverage would not be extended to grocery stores through food stamps.)

Proponents of institutional coverage through federal assistance to individuals argued that such aid often provides institutions with substantial revenue. They claimed that some colleges could not survive without Pell Grants and GSL's and that few would enroll as many students. (For FY88, Congress appropriated $4.3 billion for Pell Grants and $2.6 billion for GSL subsidies and other costs. The annual GSL new loan volume from nonfederal sources currently exceeds $9 billion.) Proponents argued that federal civil rights guarantees must accompany important programs for postsecondary education. Further, failure of student aid to trigger coverage violated the basic principle behind the civil rights laws: federal aid ought not support discrimination.

Opponents argued that principal recipients, those who initially get the aid, must be distinguished from secondary ones, just as legal recipients must be distinguished from economic ones. Otherwise institutions cannot be certain whether they are covered or not. Opponents added that while some colleges may receive substantial support from students who have Pell Grants or GSL's, that support comes from students by their choice, not the government's. If a school discriminates against students, the students can enroll in other institutions and take their federal aid with them.

Should Legislation Change or Limit Provisions About Abortion?

Legislators also asked whether broadening the scope of coverage of Title IX would result in noncompliance with policies against abortion. The Title IX statute did not refer to pregnancy or abortion. But the Department of Health, Education, and Welfare addressed these issues in regulations promulgated in 1975. The regulations prohibited recipients of federal financial assistance from discriminating against or excluding any student from an education program or activity, "on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom" unless the student voluntarily requests to participate in a separate program. Recipients must grant leaves of absence for these conditions. At the conclusion of the leave, the student must be reinstated to the status she held when the leave began. Moreover, recipients must treat these conditions in the same manner "as any other temporary disability" with respect to any medical or hospital benefit, service, plan or policy that they administer, operate, offer, or participate in. Similar requirements pertained to employees. (34 CFR 106)

The abortion provisions, like other Title IX rules, did not apply to educational institutions that qualify for the religious exemption stated in the statute:

> ... this section shall not apply to an educational institution which is controlled by a religious organization if the application of this subsection would not be consistent with the religious tenets of such organization; ... (Section 901(a)(3))

However, not all schools with abortion policies in conflict with Title IX regulations qualified for this exemption. Some of these schools are not religious (public schools and public colleges and universities are not, nor are many private schools and colleges). Others neither are controlled by a religious organization nor have religious tenets inconsistent with the regulations. S. 557 extended the religious exemption to operations of an "entity," not just an educational institution, controlled by a religious organization, provided the organization also met the religious tenets test (museums or hospitals with education programs, for example).

The Supreme Court's narrow interpretation of coverage in *Grove City College* permitted schools to have abortion policies deemed discriminatory under Title IX regulations—as long as those policies do not apply to programs or activities receiving federal financial assistance. If a school's health insurance plan had no federal funding, it would not have to cover abortions. However, amending Title IX to cover entire institutions if any part received federal financial assistance presumably meant that the such policies would violate the regulations. Opponents argued that expanding coverage of Title IX to "all the activities of" institutions receiving federal funds, would even require hospitals with teaching programs to provide abortions to the general public as well as to students and faculty members.

The Senate added two floor amendments pertaining to abortion to S. 557. (The House retained both amendments.) The Danforth amendment provided:

- that Title IX could not be construed "to require or prohibit any person, or public or private entity, to provide or pay for any benefit or service, including the use of facilities, related to an abortion," and

- that this provision could not be used to impose penalties on anyone who is seeking or has received any benefit or service related to a legal abortion.

The Weicker amendment provided that no provision of the Civil Rights Restoration Act (i.e., S. 557) or amendment made by it should be construed to require federal fund recipients to perform or pay for an abortion. The Danforth amendment repealed Title IX regulations that required institutions to include abortion in the medical services or insurance plans they offer (though other forms of discrimination with respect to legal abortions would still be prohibited). In contrast, the Weicker amendment did not affect those abortion requirements. It only stated that the legislation to overturn *Grove City College* by itself, did not establish such requirements.

Supporters of the Danforth amendment argued that the federal government ought not require educational institutions to provide or pay for abortion simply because they receive federal financial assistance. Congress enacted Title IX in 1972, one-half year before the U.S. Supreme Court ruled in *Roe v. Wade* that women have a constitutional right to decide whether to terminate certain pregnancies. It would not have intended that regulations issued pursuant to the statute contain such requirements. Opponents argued that Congress should simply restore to Title IX and the other civil rights laws the broad coverage these laws had before *Grove City*. In no other respect than abortion, they added, would the legislation change what constitutes "discrimination" or "nondiscrimination."

NAIA and NCAA Team Competition Winners

Below are the results of all NAIA and NCAA team competitions during the 1987-1988 seasons. Note that several NCAA divisions do not have championship competitions.

National Association of Intercollegiate Athletics

1987-1988 Team Champions

	Men	Women
Baseball	Lewis-Clark, Idaho	
Basketball	Grand Canyon, Ariz.	Oklahoma City, Okla.
Cross Country	Adams State, Colo.	Simon Fraser Univ., B.C.
Football		
Division I	Cameron, Okla.	
Division II	Univ. of Wisc. Stevens Point.	
Golf	Huntingdon, Ala.	
Gymnastics		Centenary, La.
Soccer	College of Boca Raton, Fla.	Berry, Ga.
Softball		Pacific Lutheran, Wash.
Swim. and Diving	Drury, Mo.	Univ. of Wisc., Eau Claire
Tennis	Lander, S.C.	Flagler, Fla.
Track and Field		
Indoor	Wayland Baptist, Tex.	Wayland Baptist, Tex.
Outdoor	Azusa Pacific, Calif.	Prairie View A & M, Tex.
Volleyball		Brigham Young, Hawaii
Wrestling	Simon Fraser, B.C.	

SOURCE: *1987-88 NAIA Championships Summary Book*, Office of Communications, National Association of Intercollegiate Athletics, Kansas City, Mo.

National Collegiate Athletic Association

1987-1988 Team Champions

	Men	Women
Baseball		
Division I	Stanford, Calif.	
Division II	Florida Southern, Fla.	
Division III	Ithaca Coll., N.Y.	
Basketball		
Division I	Univ. of Kansas,	Louisiana Tech. Univ., La.
Division II	Univ. of Lowell, Mass.	Hampton Univ., Va.
Division III	Ohio Wesleyan Univ., Ohio	Concordia Coll., Minn.
Cross Country		
Division I	Univ. of Arkansas, Fayetteville	University of Oregon
Division II	Edinboro Univ. of Pa.	Calif. State Poly., Calif.
Division III	North Central Coll., Il.	Coll. of St. Thomas, Minn. and Univ. of Wisconsin, Oshkosh.
Fencing	Columbia, N.Y.	Wayne State Univ., Mich.
Field Hockey		
Division I	Univ. of Maryland	
Division III	Bloomsburg Univ. of Pa.	
Football		
Division I-AA	Northeast Louisiana Univ.	
Division II	Troy State Univ. Ala.	
Division III	Wagner Coll., N.Y.	
Golf		Univ. of Tulsa, Okla.
Division I	U.C.L.A., Calif.	
Division II	Univ. of Tampa, Fla.	
Division III	Calif. State, Stanislaus, Calif.	
Gymnastics	U.C.L.A., Calif.	Univ. of Alabama
Ice Hockey		
Division I	Lake Superior State, Mich.	
Division III	Univ. of Wisconsin, River Falls	
Lacrosse		Temple, Pa.
Division I	Syracuse, N.Y.	
Division III	Hobart, N.Y.	Trenton State, N.J.
Rifle (Men's & Women's)	West Virginia Univ.	West Virginia Univ.
Skiing (Men's & Women's)	Univ. of Utah	Univ. of Utah
Soccer		Univ. of North Carolina
Division I	Clemson, S.C.	
Division II	Southern Conn. State Univ.	
Division III	Univ. of North Carolina, Greensboro, N.C.	Univ. of Rochester, N.Y.

	Men	Women
Softball		
Division I		U.C.L.A., Calif.
Division II		Calif. State, Bakersfield, Calif.
Division III		Central Coll, Ia.
Swimming and Diving		
Division I	Univ. of Texas	Univ. of Texas
Division II	Calif. State, Bakersfield, Calif.	Calif. State, Northridge, Calif.
Division III	Kenyon, Ohio	Kenyon, Ohio
Tennis		
Division I	Stanford, Calif.	Stanford, Calif.
Division II	Chapman, Calif.	S. Illinois, Edwardsville
Division III	Washington and Lee, Va.	Mary Washington, Va.
Track and Field		
Indoor		
Division I	Univ. of Arkansas, Fayetteville	Louisiana State Univ.
Division II	St. Augustine's, N.C.	St. Augustine's, N.C. Abilene Christian Univ., Tx.
Division III	Univ. of Wisconsin, La Crosse	Christopher Newport, Va.
Outdoor		
Division I	U.C.L.A., Calif.	Louisiana State Univ.
Division II	Abilene Christian, Tex.	Abilene Christian, Tex.
Division III	Univ. of Wisconsin, La Crosse	Christopher Newport, Va.
Volleyball	U.C.L.A., Calif.	
Division I		Univ. of Hawaii
Division II		Calif. State Univ., Northridge, Calif.
Division III		Univ. of Calif., San Diego, Calif.
Water Polo	Univ of Calif., Berkeley	
Wrestling		
Division I	Ariz. State Univ.	
Division II	N.D. State Univ.	
Division III	St. Lawrence, N.Y.	

SOURCE: "1987-88 NCAA Team Championships Dates and Sites," *NCAA News* (June 8, 1988), National Collegiate Athletic Association.

Supreme Court Decisions: 1987-1988 Term

Below is a list of 1987-1988 term United States Supreme Court decisions relevant to higher education.

Case	Vote	Ruling
Reagan *v.* Abourezk (56 USLW 4001)	3–3	University lecturers from abroad and other foreigners cannot be denied entrance to the United States solely because they belong to communist-affiliated organizations. The split ruling merely upheld a decision of the U.S. Circuit Court of Appeals for the District of Columbia and did not set a national precedent.
Marion *v.* Ortiz (56 USLW 4090)	4–4	Nonminorities who consider an affirmative action plan unfair must challenge the plan before a settlement has been reached, the Court ruled, but the split decision merely upheld the 2nd U.S. Circuit Court of Appeals ruling and did not set a national precedent. The Court, however, has agreed to revisit the issue next term in *Jefferson County, Ala., Personnel Board v. Wilks* (56 USLW 3659).
St. Louis *v.* Praprotnik (56 USLW 4201)	7–1	Unless unconstitutional actions by supervisory employees represent official policy, the employer—including school districts—cannot be held liable for civil rights violations. While the ruling limits the liability districts could face from employees who claim their supervisors violated their civil rights, three of the justices set forth markedly different reasoning for their conclusion, weakening the impact of the ruling.
University of California *v.* Public Employment Relations Board (56 USLW 4334)	6–2	Schools and colleges may not deliver union mail through their campus mail systems because it would violate the private express statutes that establish the monopoly of the U.S. postal service.

Case	Vote	Ruling
Traynor *v.* Turnage (56 USLW 4319)	4–3	Unless an alcoholic's drinking is caused by an underlying psychological disorder, he or she cannot qualify for extended veteran's education benefits. The Veterans Administration can extend the deadline for disabled veterans, but the Court upheld a VA rule that said alcoholics whose disability is caused by "willful misconduct" are ineligible.
South Carolina *v.* Baker (56 USLW 4311)	7–1	Congress legally can tax the bonds school boards use to finance capital projects, a move that could reduce the bond's appeal and hamper districts' ability to fund new construction. While the ruling allows Congress to tax such bonds, observers said such a move depends as much on politics as the courts because tax-exempt bonds are very popular.
Florida *v.* Long (56 USLW 4718)	5–4	Employers do not have to reimburse employees whose retirement benefits were reduced because of their sex if the reduction took place before the Court's 1983 ruling in *Arizona Governing Committee v. Norris* (463 U.S. 1063), which made sex-differentiated benefits illegal.
Watson *v.* Forth Worth Bank (56 USLW 4922)	8–0	Employees may use statistical evidence to prove that subjective factors such as interviews had a "disparate impact" on minority hiring and promotion, regardless of whether the employer intended to discriminate. The ruling could expose schools and colleges to more lawsuits under Title VII of the 1964 Civil Rights Act, which bars job discrimination based on race, sex, religion, and national origin.
Communication Workers *v.* Beck (56 USLW 5857)	5–3	Workers who are required to pay union dues even if they are not union members may regain any portion of their dues spent on activities not related to collective bargaining, contract administration, or processing of grievances.

SOURCE: Education Daily, Special Supplement, July 1988.

Academic Freedom: Censured Administrations

The following is a list of administrations that have been censured by the American Association of University Professors for violations of the 1940 Statement of Principles on Academic Freedom and Tenure. *The NEA is an endorser of the 1940 Statement. Censure is not visited upon the entire institution or upon the faculty, but specifically upon the present administration. The term "administration" includes the administrative officers and the governing board of the institution.*

Censured Administrations[1]

South Dakota State Colleges and Universities under South Dakota Board of Regents[2]	1962
Grove City College, Pa.	1963
University of the Ozarks, Ark.[3]	1964
Nebraska State Colleges[4]	1965
Amarillo College, Tex.	1968
Frank Phillips College, Tex.	1969
Central State University, Okla.	1969
Southern Arkansas University	1971
Onondaga Community College, N.Y.	1972
Colorado School of Mines	1973
Rider College, N.J.	1973
Camden County College, N.J.	1974
Virginia Community College System	1975
Concordia Seminary, Mo.	1975
Houston Baptist University	1975
Murray State University, Ky.	1976
Blinn College, Tex.	1976
Marquette University, Wisc.	1976
University of Osteopathic Medicine and Health Sciences, Ia.	1977
Wilkes College, Pa.	1977
State University of New York	1977

University of Detroit	1978
Phillips County Community College, Ark.	1978
University of Maryland[5]	1978
University of Texas of the Permian Basin	1979
Wingate College, N.C.	1979
Olivet College, Mich.	1980
Nichols College, Mass.	1980
Bridgewater State College, Mass.	1981
Yeshiva University, N.Y.	1982
Eastern Oregon State College	1982
University of Idaho	1983
Sonoma State University, Calif.	1983
Auburn University, Ala.	1983
American International College, Mass.	1983
Illinois College of Optometry	1984
Metropolitan Community Colleges, Mo.	1984
University of Northern Colorado	1984
Westminster College of Salt Lake City, Utah	1985
Southwestern Adventist College, Tex.	1985
Temple University, Pa.	1985
Oklahoma College of Osteopathic Medicine and Surgery	1985
Talladega College, Ala.	1986
Southern Nazarene University, Okla.	1987
Morgan State University, Md.	1987
The Catholic University of Puerto Rico	1987
Husson College, Me.	1987
Calflin College, SC	1988
Hillsdale College, Michigan	1988
University of Judaism, Calif.	1988
Maryland Institute, College of Art	1988

SOURCE: "Censured Administrations," *Academe* (July-August, 1987), p. 2.

[1] The 1940 *Statement of Principles on Academic Freedom and Tenure* may be found in the January-February, 1986 issue of *Academe*.

[2] Censure was voted specifically on the South Dakota Board of Regents, with respect to a case which occurred at South Dakota State University. Censure was not directed against the local or central administrative officers. The Regents also have sole responsibility with respect to a case which occurred in 1966 at Northern State College.

[3] Censure was voted specifically on the Board of Trustees, and not on the institution's administrative officers.

[4] Censure was voted specifically on the Board of Trustees of the Nebraska State Colleges, with respect to a case which occurred at Wayne State College. Censure was not directed against the local or administrative officers.

[5] Will be removed from censure list as soon as university trustees make proposed changes in policies governing faculty hiring and dismissal.

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Robert L. Payton, *Philanthropy: Voluntary Action for the Public Good* (Macmillan, 1988).

Carol R. Pearson, Donna L. Shavlik, and Judith G. Touchton, *Educating the Majority: Women Challenge Tradition in Higher Education* (Macmillan, 1988).

Roland Conrad Person, *A New Path: Undergraduate Libraries at United States and Canadian Universities, 1949-1987* (Greenwood Press, 1988).

Jack J. Phillips, *Recruiting, Training, and Retraining New Employees: Managing the Transition from College to Work* (Jossey-Bass, 1987).

Patricia R. Plante, *The Art of Decision-Making: Issues and Cases in Higher Education* (Macmillan, 1987).

Lyman W. Porter and Lawrence E. McKibbin, *Management Education and Development: Drift or Thrust into the 21st Century?* (McGraw-Hill, 1988).

David R. Powers, Mary F. Powers, Frederick Betz and Carol B. Aslanian, *Higher Education in Partnership with Industry* (Jossey-Bass, 1988).

Professional and Organizational Development Network in Higher Education, *To Improve the Academy: Resources for Student, Faculty, and Institutional Development* (New Forums Press, 1988).

Professional Preparation Network, *Strengthening the Ties that Bind: Integrating Undergraduate Liberal and Professional Study* (Professional Preparation Project, 1988).

Miroslav Pecujlic, *The University of the Future: The Yugoslavian Experience* (Greenwood Press, 1987).

Joyce Ralston and Tony Ralston, *The Sabbatical Book* (Roylott Press, 1988).

Marjorie Reeves, *The Crisis in Higher Education: Competence, Delight and the Common Good* (Open University Press, 1988).

Richard C. Richardson Jr. and Louis Bender, *Fostering Minority Access and Achievement in Higher Education* (Jossey-Bass, 1988).

Derek Rowntree, *Assessing Students: How Shall We Know Them?* (Nichols, 1987).

Kevin Ryan and George F. McLean, eds., *Character Development in Schools and Beyond* (Praeger, 1987).

Kenneth G. Ryder, James W. Wilson and Associates, *Cooperative Education in a New Era: Understanding and Strengthening the Links Between College and the Workplace* (Jossey-Bass, 1988).

Hans G. Schultze, ed., *Adults in Higher Education: Policies and Practice in Great Britain and North America* (Canadian Association for Adult Education, 1988).

Hans G. Schultze and David Istance, eds., *Recurrent Education Revisited: Modes of Participation and Financing* (Canadian Association for Adult Education, 1988).

Byron Sherwin, *Context and Content: Higher Jewish Learning in America* (Spertus College Press, 1987).

Ira Shor, ed., *Freire in the Classroom: A Sourcebook for Liberatory Teaching* (Heinemann Books, 1987).

Kenneth Sirotnik and John Goodlad, eds., *School-University Partnerships in Action: Concepts, Cases and Concerns* (Teachers College Press, 1988).

Michael C. Smith, *Coping with Crime on Campus* (Macmillan, 1988).

E. Michael Staman, *Managing Information in Higher Education* (*New Directions for Institutional Research*, no. 55, Jossey-Bass, 1987).

Thomas M. Stanback, *Computerization and the Transformation of Employment: Government, Hospitals, and Universities* (Westview Press, 1987).

Joan S. Stark and Lisa A. Mets, eds., *Improving Teaching and Learning Through Research* (*New Directions for Institutional Research*, no. 57, Jossey-Bass, 1988).

David W. Stewart and Henry A. Spille, *Diploma Mills: Degrees of Fraud* (Macmillan, 1988).

Martha McGinty Stodt and William M. Klepper, eds., *Increasing Retention: Academic and Student Affairs Administrators in Partnership* (*New Directions for Higher Education*, no. 60, Jossey-Bass, 1988).

Daniel C. Thompson, *A Black Elite: A Profile of Graduates of UNCF Colleges* (Greenwood Press, 1986).

Malcolm Tight, *Academic Freedom* (Open University Press, 1988).

Winnifred Tomm and Gordon Hamilton, eds., *Gender Bias in Scholarship: The Pervasive Prejudice* (Humanities Press International, 1988).

Allan Tucker and Robert A. Bryan, *The Academic Dean: Dove, Dragon Diplomat?* (Macmillan, 1987).

Bruce W. Tuckman and F. Craig Johnson, *Effective College Management: The Outcome Approach* (Praeger, 1987).

M. Lee Upcraft and Margaret J. Barr, *Managing Student Affairs Effectively* (*New Directions for Student Services*, no. 41, Jossey-Bass, 1988).

Joan Van Tol, ed., *Sexual Harassment on Campus: A Legal Compendium* (National Association of College and University Attorneys, 1988).

Tony Vellela, *New Voices: Student Political Activism in the '80s and '90s* (South End Press, 1988).

Maryellen Gleason Weimer, ed., *Teaching Large Classes Well* (*New Directions for Teaching and Learning, no. 32*, Jossey-Bass, 1987).

Jon F. Wergin and Larry A. Braukamp, *Evaluating Administrative Services and Programs* (*New Directions for Institutional Research*, no. 56, Jossey-Bass, 1987).

Paul Westmeyer, *Effective Teaching in Adult and Higher Education* (Charles C. Thomas, 1988).

John B. Williams III, ed., *Desegregating America's Colleges and Universities: Title VI Regulation of Higher Education* (Teachers College Press, 1988).

Wellford W. Wilms and Richard W. Moore, eds., *Marketing Strategies for Changing Times* (*New Directions for Community Colleges*, no. 60, Jossey-Bass, 1988).

Howard Wolf, *The Education of a Teacher: Essays on American Culture* (Prometheus Press, 1987).

Bernard D. Yancey, *Applying Statistics in Institutional Research* (*New Dimensions for Institutional Research*, no. 58, Jossey-Bass, 1988).

Robert E. Young and Kenneth E. Eble, eds., *College Teaching and Learning: Preparing for New Commitments* (*New Directions for Teaching and Learning*, no. 33, Jossey-Bass, 1988).

ERIC-ASHE Research Reports: 1987

(Obtainable from ERIC-ASHE Research Reports, The George Washington University, One Dupont Circle, N.W., Washington, DC 20036. Price: $10.00 per copy or $60.00 per year.)

1987-1. Jay L. Chronister and Thomas R. Kepple, Jr., *Incentive Early Retirement Programs for Faculty: Innovative Responses to a Changing Environment.*

1987-2. Barbara E. Taylor, *Working Effectively with Trustees: Building Cooperative Campus Leadership.*

1987-3. Nancy S. Nash and Elizabeth M. Hawthorne, *Formal Recognition of Employer-Sponsored Instruction.*

1987-4. Charles S. Claxton and Patricia H. Murrell, *Learning Styles: Implications for Improving Educational Practices.*

1987-5. Sharon A. McDade, *Higher Education Leadership: Enhancing Skills through Professional Development Programs.*

1987-6. Richard L. Alfred and Julie Weissman, *Higher Education and the Public Trust: Improving Stature in Colleges and Universities.*

1987-7. Maryann Jacobi, Alexander Astin, and Frank Ayala, Jr., *College Student Outcomes Assessment: A Talent Development Perspective.*

Resources and References

Forthcoming Academic Meetings, 1989

The following list contains the dates, sites, and contact telephone numbers for many of the larger academic meetings scheduled to be held in 1989.

American Anthropological Association, 1703 New Hampshire Avenue, Washington, D.C. 20009 (202-232-8800): Washington, D.C., Nov. 15-19, 1989.

American Association for Higher Education, One Dupont Circle, N.W. Washington, D.C. 20036 (202-293-6440): Chicago, April 2-5, 1989.

American Association for the Advancement of Science, 1333 H Street, N.W., Washington, D.C. 20036 (202-326-6450): San Francisco, Jan. 15-20, 1989.

American Association of State Colleges and Universities, One Dupont Circle, N.W., Washington, D.C. 20036 (202-293-7070): Baltimore, Nov. 22-24, 1989.

American Association of University Professors, 1012 14th Street, N.W., Washington, D.C. 20005 (202-737-5900): Washington, D.C., June 13-18, 1989.

American Association of University Students, 3831 Walnut Street, Philadelphia, Pa. 19104 (215-387-3100): Providence, April 6-9, 1989.

American Astronomical Society, 2000 Florida Avenue, N.W., Washington, D.C. 20009 (202-328-2010): Boston, Jan. 8-12, 1989 and Ann Arbor, June 11-15, 1989.

American Chemical Society, 1155 16th Street, N.W., Washington, D.C. 20036 (202-872-4401): Dallas, April 9-14, Miami, Sept. 10-15, and Honolulu, Dec. 17-22, 1989.

American Council of Learned Societies, 228 E. 45th Street, New York, N.Y. 10017 (212-697-1505): Washington, D.C., April 6-7, 1989.

American Council on Education, One Dupont Circle, N.W., Washington, D.C. 20036 (202-939-9410): San Diego, Jan. 18-21, 1989.

American Dietetic Association, 208 S. LaSalle Street, Chicago, Ill. 60604 (312-899-0040): Kansas City, Oct. 23-27, 1989.

American Economic Association, Suite 809, Oxford House, 1313 21st Avenue, S., Nashville, Tenn. 37212 (615-322-2595): Atlanta, Dec. 28-30, 1989.

American Educational Research Association, 1230 17th Street, N.W., Washington, D.C. 20036 (202-223-9485): San Francisco, March 27-31, 1989.

American Historical Association, 400 A Street, S.E., Washington, D.C. 20003 (202-544-2422): San Francisco, Dec. 27-30, 1989.

American Institute of Aeronautics and Astronautics, 370 L'Enfant Prominade, S.W., Washington, D.C. 20024 (202-646-7400): Arlington, Va., May 2-4, 1989.

American Institute of Chemical Engineers, 345 E. 47th Street, New York, N.Y. 10017 (212-705-7660): San Francisco, November 5-10, 1989.

American Library Association, 50 E. Huron Street, Chicago, Ill. 60611 (312-944-6780): Dallas, June 24-29, 1989.

American Mathematical Association of Two-Year Colleges, Santa Rosa Junior College, Santa Rosa, Calif, 95401 (707)-829-0606: Baltimore, Oct., 25-29, 1989.

American Mathematical Society, 201 Charles Street, Providence, R.I. 02904 (401-272-9500): Phoenix, Jan. 11-14, 1989.

American Nurses Association, 2420 Pershing Road, Kansas City, Mo. 64108 (800-821-5834 or 816-474-5720): Boston, June 15-21, 1989.

American Philological Association, See listing for Archaeological Institute of America.

American Physical Therapy Association, 1111 North Fairfax, Alexandria, Va. 22314 (703-684-2782): Las Vegas, June 12-16, 1989.

American Political Science Association, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (202-483-2512): Atlanta, Aug. 31 - Sept. 3, 1989.

American Psychiatric Association, 1400 K Street, N.W., Washington, D.C. 20005 (202-682-6220): San Francisco, May 6-11, 1989.

American Psychoanalytic Association, 309 E. 49th Street, New York, N.Y. 10017 (212-752-0450) San Francisco, May 3-7, 1989.

American Psychological Association, 1200 17th Street, N.W., Washington, D.C. (202-955-7710): New Orleans, Aug. 11-15, 1989.

American Public Health Association, 1015 15th Street, N.W., Washington, D.C. 20036 (202-789-5600): Chicago, Oct. 22-27, 1989.

American Society for Engineering Education, 11 Dupont Circle, N.W., Washington, D.C. 20036 (202-293-7080): Lincoln, Ne., June 25-29, 1989.

American Society for Information Science, 1424 16th Street, N.W., Suite 404, Washington, D.C. 20036 (202-462-1000): Washington, D.C., Oct. 29-Nov. 2, 1989.

American Society of Agronomy, 677 S. Segoe Road, Madison, Wisc. 53711 (608-273-8080) Las Vegas, Nev., Oct. 15-20, 1989.

American Society of Animal Science, 309 W. Clark, Champaign, Ill. 61820 (217-356-3182): Lexington, Ky., Aug. 1-4, 1989.

American Society of Mechanical Engineers, 345 E. 47th Street, New York, N.Y. 10017 (212-705-7740): San Francisco, Dec. 10-15, 1989.

American Society of Zoologists, Box 2739, California Lutheran University, Thousand Oaks, Calif. 91360 (805-492-3585): Boston, Dec. 27-30, 1989.

American Society on Aging, 833 Market Street, Suite 516, San Francisco, Calif. 94103 (415-543-2617): Washington, D.C., March 17-21, 1989.

American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036 (202-833-3410): San Francisco, Aug. 9-13, 1989.

American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, Md. 20852 (301-897-5700): St. Louis, Nov. 17-20, 1989.

American Statistical Association, 1429 Duke Street, Alexandria, Va. 22314 (703-684-1221): Washington, D.C., Aug. 6-10, 1989.

Archaeological Institute of America, Box 1901, Kenmore Station, Boston, Mass. 02215 (617-353-9361): Baltimore, Md., Jan. 5-8, 1989.

Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, Fla. 32306 (904-644-4470): Baltimore, Apr. 29-May 3, 1989.

Association for the Study of Higher Education, Department of Educational Administration, Texas A&M University, College Station, Tx. 77843 (409-845-0393): Atlanta, November 2-5, 1989.

Association of American Colleges, 1818 R Street, Washington, D.C. 20009 (202-387-2760): Washington, D.C., Jan. 5-7, 1989.

Association of Catholic Colleges and Universities, One Dupont Circle, N.W., Washington, D.C. 20036 (202-457-0650): Washington, D.C., Jan.31-Feb. 1, 1989.

Association of Teacher Educators, 1900 Association Drive, Reston, Va. 22091 (703-620-3110): St. Louis, Feb. 18-22, 1989.

College and University Personnel Association, 11 Dupont Circle, N.W., Washington, D.C. 20036 (202-429-0311): Salt Lake City, Aug. 6-9, 1989.

Council on International Educational Exchange, 205 E. 42nd Street, New York, N.Y. 10017 (212-661-1414): Washington, D.C., Nov. 7-10, 1989.

Council on Postsecondary Accreditation, One Dupont Circle, N.W., Washington, D.C. 20036 (202-452-1433): Boston, April 12-14, 1989 and St. Louis, Oct. 14-16, 1989.

Mathematical Association of America, 1529 18th Street, N.W., Washington, D.C. 20036 (202-387-5200): Phoenix, Jan. 11-14, 1989.

Modern Language Association, 10 Astor Place, New York, N.Y. 10003 (212-475-9500): Washington, D.C., Dec. 27-30, 1989.

National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (202-334-2138): Washington, D.C., April 23-26, 1989.

National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009 (202-462-4811): Minneapolis, MN, May 30-June 3, 1989.

National Association for Women Deans, Administrators and Counselors, 1325 18th Street, N.W., Suite 210, Washington, D.C. 20009 (202-659-9330): San Diego, March 1-4, 1989.

National Association of College and University Business Officers, One Dupont Circle, N.W., Washington, D.C. 20036 (202-861-2500): Philadelphia, July 9-11, 1989.

National Association of State Universities and Land-Grant Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 (202-778-0818): Washington, D.C., Nov. 19-21, 1989.

National Association of Student Personnel Administrators, 1700 18th St., N.W., Washington, D.C. 20009 (202-265-7500): Denver, March 16-19, 1989.

National Catholic Educational Association, 1077 30th St., N.W., Washington, D.C. 20007 (202-337-6232): Chicago, March 27-30, 1989.

National Center for the Study of Collective Bargaining in Higher Education and the Professions, 17 Lexington Avenue, Box 322, New York, N.Y. 10010 (212-725-3390): New York, April 24-25, 1989.

National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (217-328-3870): Baltimore, Nov. 17-22, 1989.

National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Va. 22091 (703-620-9840) Orlando, April 12-15, 1989.

National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 (202-833-4000): Higher Education Conference: Orlando, Fla., Feburary 24-26, 1989; Representative Assembly: Washington, D.C., June 30-July 5, 1989.

National University Continuing Education Association, One Dupont Circle, N.W., Washington, D.C. 20036 (202-659-3130): Salt Lake City, April 14-18, 1989.

National Women's Studies Association, University of Maryland, College Park, Md. 20742 (301-454-3757): Baltimore, June 15-19, 1989.

Organization of American Historians, 112 N. Bryan Street, Bloomington, Ind. 47401 (812-335-7311): St. Louis, April 6-9, 1989.

Rural Education Association, School of Occupational and Educational Studies, Colorado State University, Ft. Collins, Colo., 80523 (303-491-7022): Reno, Oct. 7-11, 1989.

Society of American Archivists, 600 South Federal, Suite 504, Chicago, Ill. 60605 (312-922-0140): St. Louis, Oct. 23-29, 1989.

Society of Biblical Literature, 819 Houston Mill Road, Atlanta, Ga., 30329 (404-636-4744): Anaheim, Nov. 18-21, 1989.

Higher Education Journals, Reference Aids

The following publications devote full or considerable attention to higher education.

1. Journals and Periodicals

(Addresses and subscription prices are as of July, 1988). Prices are for nonmembers of sponsoring organizations and apply only to U.S. subscribers.)

AAHE Bulletin (American Association for Higher Education, One Dupont Circle, N.W., Washington, D.C. 20036. $27/year)

Academe (American Association of University Professors, 1012 14th Street, N.W., Washington, D.C. 20005. $37/year)

Action in Teacher Education (Association of Teacher Educators, 1900 Association Drive, Reston, Va. 22091. $45/year)

Adolescence (Libra Publishers, P.O. Box 165, 391 Willets Road, Roslyn Heights, N.Y. 11577. $37/year)

AGB Reports (Association of Governing Boards of Universities and Colleges, One Dupont Circle, N.W., Washington, D.C. 20036. $65/year)

AJCU Higher Education Report (Association of Jesuit Colleges and Universities, One Dupont Circle, N.W., Washington, D.C. 20036. $15/year)

AMATYC Review (American Mathematical Association of Two Year Colleges, Santa Rosa Junior College, Santa Rosa, California 95401. $25/year)

American Educational Research Journal (American Educational Research Association, 1230 17th Street, N.W., Washington, D.C. 20036. $16/year)

American Indian Quarterly (NAS/3415 Dwinelle Hall, Berkeley, California 94720. $35/year)

American Journal of Dental Education (American Association of Dental Schools, 1619 Massachusetts Avenue, N.W., Washington, D.C. 20036. $25/year)

American Journal of Distance Education (College of Education, Pennsylvania State University, Rackley Building, University Park, Pennsylvania 16802. $18/year)

American Journal of Education (University of Chicago Press, Journals Division, Box 37005, Chicago, Illinois 60637. $20/year)

American Journal of Pharmaceutical Education (1426 Prince Street, Alexandria, Virginia 22314. $35/year)

American Journal of Sociology (University of Chicago Press, Journals Division, Box 37005, Chicago, Illinois 60637. $30/year)

American Scholar (Phi Beta Kappa, 1811 Q Street, N.W., Washington, D.C. 20009. $18/year)

American School and University (401 N. Broad Street, Philadelphia, Pennsylvania 19108. $49/year)

American Sociological Review (American Sociological Association, 1722 N Street, Washington, D.C. 20036. $15/year)

Assessment and Evaluation in Higher Education (School of Education, University of Bath, Claverton Down, BA2 7AY, England. £15/year)

Azlan-International Journal of Chicano Research (Chicano Studies Center Publications, University of California, 405 Hilgard Avenue, Los Angeles, California 90024. $20/year)

Black Issues in Higher Education (10520 Warwick Avenue, Suite B-8, Fairfax, Virginia 22030. $20/year)

Black Scholar (Black World Foundation, Box 908, Sausalito, California 94965. $16/year)

Business Education Forum (1914 Association Drive, Reston, Virginia 22091. $9/year-available only to members)

Business Officer (National Association of College and University Business Officers, One Dupont Circle, N.W., Washington, D.C. 20036)

Canadian Journal of Higher Education (Canadian Society for the Study of Higher Education, 151 Slater, Ottawa, Ontario, K1P 5H3. $60/year)

CAUSE/EFFECT (CAUSE, 737 29th Street, Boulder, Colorado, 80303. $42/year)

Change (Heldref Publications, 4000 Albemarle St., Washington, D.C. 20016. $20/year)

Chronicle of Higher Education (1333 New Hampshire Avenue, N.W., Washington, D.C. 20036. $51/year)

College and Research Libraries (Association of College and Research Libraries, American Library Association, 50 E. Huron Street, Chicago, Illinois 60611. $35/year)

College and University (American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Washington, D.C. 20036. $14/year)

College Board Review (Box 080419, Great Kills Station, Staten Island, N.Y. 10308. $16/year)

College Composition and Communication (National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801. $8/year)

College English (National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801. $30/year)

College Mathematics Journal (Mathematical Association of America, 1529 18th Street, N.W., Washington, D.C. 20036. $24/year)

College Store Journal (National Association of College Stores, Inc., 528 E. Lorrain Street, Oberlin, Ohio 44704. $20/year)

College Student Journal (Project Innovation, 1372 Santa Cruz Court, Chula Vista, California 92010. $12/year)

College Teaching (Heldref Foundation, 4000 Albemarle Street, N.W., Washington, D.C. 20016. $35/year)

Collegiate Microcomputer (Rose-Hulman Institute of Technology, Terre Haute, Indiana 47803. $28/year)

Community and Junior College Libraries (The Haworth Press, 75 Griswold Street, Binghamton, N.Y. 13904. $30/year)

Community College Review (North Carolina State University, 310 Poe Hall, Raleigh, North Carolina, 27650. $28/year)

Community College Social Science Journal (Grossmont College, El Cajon, California 92020. $25/year)

Community, Junior and Technical College Journal (American Association of Community and Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036. $16/year)

Community/Junior College Quarterly of Research and Practice (Hemisphere Publishing Co., 1010 Vermont Avenue, Washington, D.C. 20005. $37.75/year)

Comparative Education Review (University of Chicago Press, Journals Division, Box 37005, Chicago, Illinois 60637. $28/year)

Compass (Association of Independent Schools and Colleges, One Dupont Circle, N.W., Washington, D.C. 20036. $18/year)

Continuing Higher Education Review (Office of Continuing Education, Ohio State University, 224 Mount Hall, 1050 Carmack Road, Columbus, Ohio 43210. $26/year). Formerly *Continuum.*

CUPA Journal (College and University Personnel Association, 11 Dupont Circle, NW, Washington, DC 20036. $40/year). Formerly *Journal of the College and University Personnel Association.*

Currents (Publisher Services, Inc., 80 S. Early Street, Alexandria, Virginia 22304. $20/year)

Education Daily (Capitol Publications, Inc., 1101 King Street, Box 1453, Alexandria, Va. 22313. $429.95/year) Incorporates *Higher Education Daily*

Educational Record (American Council on Education, One Dupont Circle, N.W., Washington, D.C. 20036. $20/year)

Educational Researcher (American Educational Research Association, 1230 17th Street, N.W., Washington, D.C. 20036. $12/year)

Educational Studies: A Journal in the Foundations of Education (American Educational Studies Association, School of Education, North Carolina State University, Raleigh, North Carolina, 27650. $12.50/year)

Engineering Education (American Society for Engineering Education, 11 Dupont Circle, N.W., Washington, D.C. 20036. $22.50/year)

ERIC/ASHE Research Reports (Association for the Study of Higher Education, One Dupont Circle, N.W., Washington, D.C. 20036. $60/year) See list of recent titles in the Higher Education Books: A Selected Bibliography section of this edition of the *NEA Almanac.*

European Journal of Education (Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire, OX14 3UE England. $56.50/year)

Government Affairs Bulletin (National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009)

Harvard Educational Review (Harvard University, Longfellow Hall, 13 Appian Way, Cambridge, Massachusetts 02138. $30/year)

Higher Education (Kluwer Academic Publishers Group, P.O. Box 322, 3300 AH, Dordrecht, The Netherlands, $55.50/year)

Higher Education Advocate (National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036. $30/year includes NEA *Higher Education Almanac* and *Thought and Action.*)

Higher Education and National Affairs (American Council on Education, One Dupont Circle, N.W., Washington, D.C. 20036. $25/year)

Higher Education in Europe (European Centre for Higher Education, 39 Stirbei Voda, R-70732, Bucharest, Romania. $20/year)

Higher Education Review (Tyrrell Burgess Assoc., Ltd., 34 Sandilands, Croydon, CR0 5DB, England. $45/year)

Higher Education Week (Council for the Advancement and Support of Education, 11 Dupont Circle, N.W., Washington, D.C. 20036)

History of Education Quarterly (School of Education, Indiana University, Bloomington, Indiana 47405. $20/year)

History of Higher Education Annual (Graduate School of Education and Human Development, University of Rochester, Lattimore Hall, Rochester, N.Y. 14627. $10/year)

The Independent Scholar (105 Vincente Road, Berkeley, California 94705. $6/year)

Innovative Higher Education (Human Sciences Press, 72 Fifth Avenue, New York, N.Y. 10011. $26/year)

International Journal of Institutional Management in Higher Education (Center for Educational Research and Innovation, Organization for Economic Cooperation and Development, IMHE Programme, OECD/CERI, 2 Rue Andre-Pascal, 75775 Paris CEDEX 16, France. $25/year)

Journal of American College Health (4000 Albemarle Street, N.W., Washington, D.C. 20016. $38/year)

Journal of American Indian Education (Center for Indian Education, College of Education, Arizona State University, Tempe, Arizona 85281. $14/year)

Journal of Architectural Education (ASCA, 1735 New York Avenue, N.W., Washington, D.C. 20006. $12/year)

Journal of Black Studies (Sage Publications, Inc., 275 S. Beverly Drive, Beverly Hills, California 90212. $15/year)

Journal of College Admissions (National Association of College Admissions Counselors, 1800 Diagonal Rd., Alexandria, Virginia 22314. $16/year)

Journal of College and University Law (National Association of College and University Attorneys, One Dupont Circle, N.W., Washington, D.C. 20036. $35/year)

Journal of College and University Student Housing (Association of College and University Housing Officers, Argos Center, University of South Florida, Tampa, Florida 33602. $8/year)

Journal of College Placement (College Placement Council, Inc., 65 E. Elizabeth Avenue, Bethlehem, Pennsylvania 18018. $20/year)

Journal of College Science Teaching (National Science Teachers Association, 1742 Connecticut Avenue, N.W., Washington, D.C. 20009. $37/year)

Journal of College Student Development (AACD, 5999 Stevenson Avenue, Alexandria, Virginia 22304. $15/year)

Journal of College Student Psychotherapy (Haworth Press, 12 West 32nd Street, New York, N.Y. 10001. $24/year)

Journal of Dental Education (American Association of Dental Schools, 1619 Massachusetts Avenue, N.W., Washington, D.C. 20036. $50/year)

Journal of Education for Business (Heldref Publications, 4000 Albemarle Street, N.W., Washington, D.C. 20016. $38/year)

Journal of Education for Library and Information Sciences, (American Association of Library Schools, 471 Park Lane, State College, Pennsylvania 16803. $30/year)

Journal of Education for Social Work (Council on Social Work Education, 111 Eighth Avenue, New York, N.Y. 10011)

Journal of General Education (Pennsylvania State University Press, 215 Wagner Building, University Park, Pennsylvania 16802. $20/year)

Journal of Geography in Higher Education (Carfax Publishing Co., Box 25, Abingdon, Oxfordshire OX14 3UE, England, $95/year)

Journal of Higher Education (Ohio State University Press, 1050 Carmack Rd., Columbus, Ohio 43210. $20/year)

Journal of Legal Education (University of Iowa College of Law, Iowa City, Iowa 52242. $24/year)

Journal of Marketing for Higher Education (Haworth Press, 12 West 32nd Street, New York, N.Y. 10001-3813. $24/year)

Journal of Medical Education (Association of American Medical Colleges, One Dupont Circle, N.W., Washington, D.C. 20036. $30/year)

Journal of Negro Education (Howard University, Washington, D.C. 20059. $10/year)

Journal of Optometric Education (Association of Schools and Colleges of Optometry, 6110 Executive Blvd., #514, Rockville, Maryland 20852. $15/year)

Journal of Student Financial Aid (NASFAA, 1776 Massachusetts Avenue, N.W., Washington DC 20036. $25/year)

Journal of Teacher Education (American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Washington, D.C. 20036. $35/year)

Journal of Tertiary Educational Administration (P.O. Box 4046, University of Melbourne, Parkville, Victoria 3052, Australia. Australian $20/year)

Journal of the National Association of Women Deans, Administrators and Counselors (1325 18th Street, N.W., Washington, D.C. 20006. $24/year)

Journal of the Society of Research Administrators (1505 4th Street, Santa Monica, California 90401. $25/year)

Liberal Education (Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009. $30/year)

NACADA Journal (National Academic Advising Association, University of Washington, B-507 Padelford (GN-07), Seattle, Washington 98195. $14/year)

NASPA Journal (1700 18th Street, N.W., Washington, D.C. 20009. $15/year)

National Forum: Phi Kappa Phi Journal (Honor Society of Phi Kappa Phi, Box 16000, Louisiana State University, Baton Rouge, Louisiana 70893. $10/year)

New Directions for Community Colleges (Jossey-Bass, Inc., 433 California Street, San Francisco, California 94104. $39/year)

New Directions for Continuing Education (Jossey-Bass, Inc., 433 California Street, San Francisco, California 94104. $36/year)

New Directions for Higher Education (Jossey-Bass, Inc., 433 California Street, San Francisco, California 94104. $36/year)

New Directions for Institutional Research (Jossey-Bass, Inc., 433 California Street, San Francisco, California 94104. $36/year)

New Directions for Program Evaluation (Jossey-Bass, Inc., 433 California Street, San Francisco, California 94104. $30/year)

New Directions for Teaching and Learning (Jossey-Bass, Inc., 433 California Street, San Francisco, California 94104. $36/year)

New Directions for Testing and Measurement (Jossey-Bass, Inc., 433 California Street, San Francisco, California 94104. $36/year)

New Universities Quarterly (Basil Blackwell, Ltd., 108 Cowley Road, Oxford OX1 4HB, England. $19.50/year)

North Central Association Quarterly (North Central Association of Colleges and Schools, 1540 30th Street, Box 18, Boulder, Colorado 80306. $7/year)

OECD Observer (Suite 1207, 1750 Pennsylvania Avenue, Washington, D.C. 20006. $11/year)

Paedagogica Historia (Center for the Study of the History of Education, University of Ghent, A Baertsoenkaai 3, 9000 Ghent, Belgium, $18/year)

Perspective: The Campus Legal Monthly (2718 Dryden Drive, Madison Wisconsin 53704. $99/year)

Planning for Higher Education (2001 School of Education Building, University of Michigan, Ann Arbor, Michigan 48009. $40/year)

Research in Higher Education (Agathon Press, Inc., 49 Sheridan Avenue, Albany, New York 12210 $50/year)

Review of Educational Research (American Educational Research Association, 1230 17th Street, N.W., Washington, D.C. 20036. $17/year)

Review of Higher Education (Association for the Study of Higher Education, Department of Educational Administration, Harrington Education Center, Texas A & M University, College Station, Texas 77843. $40/year)

Science (American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005. $70/year)

Sociology of Education (America Sociological Association, 1722 N Street, N.W., Washington, D.C. 0036. $21/year)

Studies in Higher Education (arfax Publishing Co., Box 25 Abingdon, Oxfordshire, OX14 1R', £29/year)

Teachers College Record (Teachers College, Columbia University, 525 W. 120th Street, New York, N.Y. 10027. $20/year)

Teaching at a Distance (Longma Group, Ltd., Westgate House, The High Harlow, Essex CM20 1N, England. £18/year)

Teaching English in the Two-Yr College (NCTE, 1111 Kenyon Road, Urbana, Illinois, 61801. $15ear)

Teaching of Psychology (Lawrnce Erlbaum Associates, Inc., 365 Broadway, Hillsdale, N.J. 706, $7/year)

Teaching Political Science (Heldref Publications, 4000 Albemarle Road, N.W., Washington, D.C. 20016. $36/year)

The Teaching Professor (2718 Dryden Drive, Madison, Wisconsin 53791-9618. $29/year).

Teaching Sociology (American Sociological Association, 1772 N Street, N.W., Washington, D.C. 20036. $48/year)

Thought and Action: The NEA Higher Education Journal (National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036. $30/year, includes *Higher Education Advocate* and *NEA Higher Education Almanac*).

Times (London) Education Supplement (Times Newspapers, Ltd., Priory House, St. Johns Lane, London, England EC1M 4BX. $75/year)

Urban Education (Sage Publications, 2111 W. Hillcrest Dr., Newbury Park, Calif. 91320. $15/year).

Work and Occupations: An International Sociological Journal (Sage Publications, 2111 W. Hillcrest Dr., Newbury Park, Calif. 91320. $30/year).

Writing Instructor (Freshman Writing Program, University of Southern California, Los Angeles, California 90089. $12/year).

2. Encyclopedias

American Educators' Encyclopedia, 1982. Short articles defining names and terms "frequently found in the literature of professional education."

Encyclopedia of Education 1971. The first of its kind since 1911.

Encyclopedia of Educational Research, 1982. All aspects of education including higher education. Includes bibliographies, subject index in v. 4.

International Encyclopedia of Education, 1985. Provides an overall view of specific topics in education. Includes bibliographies. Index in v. 10.

International Encyclopedia of Higher Education, 1977. Provides "A comprehensive understanding of postsecondary education as a whole." Includes bibliographies. Covers all national systems of higher education, also material on disciplines and professional education. Index in v. 10.

The International Encyclopedia of Teaching and Teacher Education, 1987.

3. Indexes and Abstracts

Chronicle of Higher Education publishes an annual index (August).

The Education Index 1929-date. Periodical index including some books and annuals. Published monthly except July and August.

ERIC Indexes: *Resources in Education*, and *Current Index to Journals in Education*. The Educational Resources Information Center (ERIC) is a national network of clearinghouses each of which is devoted to a special aspect of education (e.g. Higher Education, Educational Management, Reading and Communications Skills). The clearinghouses collect, abstract, and disseminate educational research reports and documents. (Higher Education Clearinghouse: Educational Resources Information Center (ERIC), Clearinghouse on Higher Education, Suite 630, One Dupont Circle N.W., Washington, D.C. 20036). See also, *An Annotated Bibliography of ERIC Bibliographies*, Joseph Gerald Drazan ed. (Greenwood Press, 1982).

Resources in Education 1966-date. RIE (formerly *Research in Education*) is a monthly index to the ERIC document collections of research reports, conference papers, bibliographies, statistical reports, curriculum guides, etc. Each issue contains document resumes (abstracts) with subject, author, and institution indexes. Cumulative indexes are published semiannually or annually.

Current Index to Journals in Education 1969-date. CIJE is a monthly index to periodical articles appearing in approximately 700 education and related journals. Each issue contains bibliographic information and brief summaries of the articles with subject, author, and journal contents indexes. Cumulative indexes are published semiannually.

Higher Education Abstracts (formerly *College Student Personnel Abstracts*). "HEA provides an overview of research and theory about college students, faculty, administration, and related topics in higher education." Covers research reports, conference papers and over 300 journals (*Higher Education Abstracts*, Claremont Graduate School, 740 North College Avenue, Claremont, California, 91711. $45/year)

Index to Anthologies on Postsecondary Education 1960-1978, 1980. Richard H. Quay, ed.

Research into Higher Education Abstracts, 1967-date. Coverage of the United Kingdom and selected coverage overseas. Covers research reports, general interest, articles, theses, and reference works. (Carfax Publishing Co., P.O. Box 25, Abingdon, Oxfordshire, OX14 3UE, England.)

4. Directories

A.A.C.J.C. Annual Guide to Community, Technical, and Junior Colleges: 1988. American Association of Community and Junior Colleges.

A.A.C.J.C. Membership Directory: 1988. American Association of Community and Junior Colleges.

Accredited Institutions of Postsecondary Education: Programs, Candidates, 1987-1988, 1988. Sherry S. Harris, ed.

American Community, Technical and Junior Colleges: A Guide, 9th ed., 1987. Dale Parnell and Jack Peltason, eds.

American Universities and Colleges, 13th ed. 1987. American Council on Education, comp.

American Universities and Colleges: A Dictionary of Name Changes 1978. Alice H. Songe, ed.

Barron's Compact Guide to College Transfer 1984. Nicholas C. Proia, ed.

Barron's Compact Guide to Colleges 1983. Barron's Educational Series. "A representative range of distinctive colleges."

Barron's Profiles of American Colleges 1982. Barron's Educational Series. v.1: *Descriptions of the Colleges.* v.2: *Index to Major Areas of Study.*

The Black Student's Guide to Colleges 1984. Barry Beckham ed.

Chronicle Four-Year College Databook 1986. Paul Downes, ed.

Chronicle Two-Year College Databook 1986. Paul Downes, ed.

The College Blue Book 1985. 20th ed. Macmillan. Five volumes: Degrees Offered by College and Subject; Narrative Descriptions; Occupational Education; Scholarships, Fellowships, Grants and Loans; Tabular Data.

A Classification of Institutions of Higher Education, 1985 (Carnegie Foundation for the Advancement of Teaching).

The College Handbook: 1988-89, 1988. (College Board).

The College Cost Book, 1988-89, 1988 (College Board).

Commonwealth Universities Yearbook 1986.

The Community College Fact Book (American Council and Education/American Association of Community and Junior Colleges/Macmillan, 1988).

Comparative Guide to American Colleges: For Students, Parents and Counselors 1985. James Cass and Max Birnbaum, eds.

The Comprehensive Guide to Successful Conferences and Meetings: Detailed Instructions and Step-by-Step Checklists. Leonard Nadler and Zeace Nadler (Jossey-Bass, 1988).

The Consortium Directory 1986, 1986. (American Council on Education)

Directory of American Scholars: A Biographical Directory.

Directory of Administrators of Community, Technical and Junior Colleges 1984. Holly Jellison, ed.

Directory of Athletic Scholarships (Facts on File Publications).

Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education, v. 14, Joel M. Douglas, with Beth G. Cohen, eds. (New York, National Center for the Study of Collective Bargaining in Higher Education and the Professions, Bernard Baruch College, January 1988).

Directory of Financial Aids for Women, 1987-1988 (Reference Service Press).

Directory of Selected National Testing Programs (Oryx Press, 1987).

Directory of Special Programs for Minority Group Members: Career Information Services, Employment Skills Banks, Financial Aid Sources (Garrett Park Press).

Faculty Guide to Living Abroad 1986. (Office of International Education and Services, University of Iowa).

Guide to Campus-Business Linkage Programs: Education and Business Prospering Together 1987. Dorothy C. Fenwick, P. Anthony Giorgio, Robert J. Kopecky, Lawrence G. Lloyd, and James R. Myers, eds.

A Guide to Christian Colleges 1984. (Christian College Conference).

Guide to Educational Credit by Examination, 2/E 1987. Douglas R. Whitney and Andrew G. Malizio, eds.

Guide to Four Year Colleges 1986, 1985. Andrea E. Lehman ed. (Peterson's Guides)

A Guide to Post-Secondary Educational Opportunities for the Learning Disabled 1981. Diane D. Ridenour and Jane Johnston, eds.

Guide to Programs in Nursing in Four-Year Colleges and Universities: Baccalaureate Programs in the United States and Canada,

1987. Barbara K. Redman and Linda K. Amos, eds. (American Council on Education).

Handbook on Continuing Higher Education. Quentin H. Gessner, ed. (American Council on Education).

Handbook of Minority Student Services 1986. Charles Taylor, ed., (National Minority Campus Chronicle, Inc.).

Handbook on Teaching and Instructional Resources, John J. Gardner, ed. (Association for the Study of Higher Education, 1987).

HEP 1988 Higher Education Directory 1988. Higher Education Publications. Similar to *Education Directory: Colleges and Universities* (Superintendent of Documents, Government Printing Office, Washington, D.C.), last published in 1981.

Higher Education Directory: 1986-87, 1986. (Council for Advancement and Support of Education).

Higher Education in the United Kingdom, 1987-1989: A Handbook for Students and their Advisors, 1987.

Higher Education Opportunities for Minorities and Women: Annotated Selection, 1982.

Index of Majors, 1988-89, 1988. College Board.

International Handbook of Universities And Other Institutions of Higher Education, 1987. H. M. Keyes, ed. (International Association of Universities)

Lovejoy's College Guide, 1983. Clarence E. Lovejoy, ed.

NASFAA Encyclopedia of Student Financial Aid, 1986. (National Association of Student Financial Aid Officers)

National College Databank: The College Book of Lists, 1987. 4th ed., Kim R. Kaye, ed. (Peterson's Guides)

National Directory of School-College Partnerships (American Association for Higher Education, 1987).

NEA Handbook, 1988-89, 1988. (National Education Association)

National Faculty Directory, 1988: An Alphabetical List, with Addresses of Approximately 660,000 Members of Teaching Faculties of Junior Colleges, Colleges and Universities in the United States and at Selected Canadian Institutions, 1987.

National Guide to Educational Credit for Training Programs, 1986, 1986.

1986 Guide to the Evaluation of Educational Experiences in the Armed Forces, 1986.

Peterson's Competitive Colleges, 1987. 6th ed., Karen C. Hegener, ed. (Peterson's Guides).

Peterson's Graduate Education Directory 1987, 1988 (Peterson's Guides).

Peterson's Higher Education Directory 1987, 1988. (Peterson's Guides).

Private Colleges and Universities, 1982. John F. Ohles and Shirley M. Ohles, eds.

Public Colleges and Universities, 1986. John F. Ohles and Shirley M. Ohles, eds.

Research Centers Directory, 1984. Mary Michelle Watkins and James A. Ruffner, eds.

Research Institutions and Learned Societies, 1982. Joseph C. Kiger, ed.

Sourcebook of Equal Educational Opportunity, 1979.

Standard Education Almamac.

State Policies for Admission to Higher Education (College Board).

State Postsecondary Education Structures Handbook: 1986. Aims C. McGuinness, ed. (Education Commission of the States).

The Taft Directory of Nonprofit Organizations.

The Where to Find It Guide: Higher Education Information—A Listing of 156 Education Topics and Where To Get Information on Them from 63 Education Associations in Washington, D.C. 1986. (Council for the Advancement and Support of Education).

Who's Who Among Scholars in American Community, Technical and Junior Colleges, 1986.

World List of Universities, 1985. H. M. Keyes, ed. (International Association of Universities).

The World of Learning, 1987, 1987.

Yearbook of American Colleges and Universities. George Thomas Kurian ed. (Garland, 1988).

5. Statistical

The Condition of Education 1988, 1988. United States Department of Education, National Center for Education Statistics. Volume 2 covers postsecondary education.

Digest of Education Statistics 1988, 1988. United States Department of Education, Center for Education Statistics.

1986-87 Fact Book on Higher Education, 1987. Cecilia A. Ottinger, ed. Division of Policy Analysis and Research, American Council on Education.

Financial Statistics of Universities and Colleges, 1982-83.

Projections of Educational Statistics, United States Department of Education, Center for Statistics.

Standard Education Almanac, Gerald L. Gutek, ed.

State Profiles: Financing Public Higher Education, Kent Halstead, ed.

A Statistical Portrait of Higher Education, 1972. Seymour Harris, ed.

6. Bibliographies

Note: ED numbers following a citation indicate that the bibliography is available through ERIC's Resources in Education (see Section 2: "Indexes and Abstracts," above).

Academic Women and Employment Discrimination: A Critical Annotated Bibliography, 1982. Jennie Farley, ed. ED 220 550.

Affirmative Action and Preferential Admissions in Higher Education: An Annotated Bibliography, 1981. Kathryn Swanson, ed.

Alternative Careers for Ph.D.'s in the Humanities. A Selected Bibliography, 1982. Christine F. Donaldson and Elizabeth A. Flynn, eds.

The American College Novel: An Annotated Bibliography, 1981. John E. Kramer, Jr., ed.

American Education: A Guide to Information Sources, 1982. Richard G. Durmin, ed.

American Educational History: A Guide to Information Sources, 1981. Michael W. Sedlak and Timothy Walch, eds.

An Annotated and Extended Bibliography of Higher Education Marketing, 1986. Karen K. Constantine, ed. American Marketing Association.

Annotated Bibliography: Black Student Retention in Higher Education Institutions, 1983. F. Myron Dunston et al., eds. ED 228 911.

An Annotated Bibliography of Graduate Education Commentary: 1978-1982, 1982. The Council of Graduate Schools in the U.S.

ARBA Guide to Education, 1985. Deborah J. Brewer, ed.

A Bibliographic Guide to American Colleges and Universities from Colonial Times to the Present 1975. Mark Beach, ed.

Arranged alphabetically by state. (Complements *A Subject Bibliography of the History of American Higher Education*, 1984. Mark Beach, ed.)

A Bibliographical Guide to Educational Research, 2nd ed., 1980. Dorothea M. Berry, ed.

A Bibliography of American Educational History, 1975. Francesco Cordasco and William W. Brickman, eds.

Bibliography on Proprietary Postsecondary Education 1980, 1980. Mary B. Wine, ed.

Black Access: A Bibliography of Afro-American Bibliographies, 1984. Richard Newman, ed.

Black Higher Education in the United States: A Selected Bibliography on Negro Higher Education and Historically Black Colleges and Universities, 1978. Frederick Chambers, ed.

Characteristics and Needs of Non-Traditional Students: An Annotated Bibliography of Data Based Literature (1950-1980), 1981. Millicent E. Nuver, ed. ED 206 236.

Collective Bargaining in Higher Education and the Professions, Bibliography No. 14, 1987. Joel Douglas, Mary Donovan, and Beth Hillman, comp. National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, New York.

Community Colleges: A Bibliography, 1982. Mary Vance, ed.

Comparative Higher Education: Research Trends and Bibliography, 1979. Philip G. Altbach, ed.

Documentation in Education 1967. Arvid J. Burke and Mary A. Burke, eds.

The Education of Poor and Minority Children, 1981. Meyer Weinberg, comp. Includes section on "Higher Education."

Enrollment and Retention in and Desegregation of Postsecondary Education Institutions: An Abridged Bibliography, 1982. Jeff E. Smith, ed. ED 216 667

The Financing of Higher Education: A Bibliographic Handbook, 1984. Richard H. Quay and Peter P. Olevnik, eds.

Guide to the Literature of Education, 1975. Michael Humby, ed. Published at the University of London; strong in European sources.

Guide to the Literature of Student Financial Aid, 1978. Jerry S. Davis and William D. Van Deusen, eds.

A Guide to Reference Sources in Higher Education, 1979. Peter P. Olevnik, ed. ED 180 288.

A Guide to Sources of Educational Information, 2nd ed., 1982. Marda Woodberry, ed.

Higher Education: Handbook of Theory and Research, 3 vols., 1985, 1986, 1987. John C. Smart, ed.

Higher Education Bibliography Yearbook, 1988, 1988. D. Kent Halstead, ed., Research Associates of Washington.

Higher Education Finance: An Annotated Bibliography and Guide to Research, 1984. Edward R. Hines and John McCarthy, eds.

Higher Education Literature: An Annotated Bibliography, 1981. Jane N. White and Collins W. Burnett, eds.

Higher Education Periodicals: A Directory, 1981. Thomas Dyer and Margaret Davis, eds. Institute of Higher Education, University of Georgia.

Higher Education Planning: A Bibliographic Handbook, 1979. D. Kent Halstead, ed.

Higher Education: A Bibliographic Handbook, 2 vols. 1981, 1984. D. Kent Halstead, ed.

International Bibliography of Comparative Education, 1981. Philip G. Altbach, Gail P. Kelly, and David H. Kelly, eds.

Key Resources on Community Colleges: A Guide to the Field and its Literature, 1987. Arthur M. Cohen, James C. Palmer and K. Diane Zwemer, eds.

Key Resources on Higher Education Governance, Management and Leadership: A Guide to the Literature (Jossey-Bass, 1988).

Key Resources on Institutional Advancement, 1987. A. Wesley Rowland, ed.

Library Research Guide to Education, 1979. James R. Kennedy, ed.

Minority Access to Professional Education: A Selected Bibliography, 1981. New York State Education Department ED 221 084.

The Minority Student in Higher Education: An Annotated Bibliography, 1982. Nubra E. Floyd, ed. ED 237 042.

NASFAA Annotated Bibliography of Literature on Student Financial Aid, 1987. The National Association of Student Financial Aid Administrators

Religious Colleges and Universities in America: A Selected Bibliography, Thomas C. Hunt and James C. Carper, eds. (Garland, 1988).

Research in Higher Education: A Guide to Source Bibliographies, 2nd ed., 1985, Richard H. Quay, ed.

Resources for Affirmative Action: An Annotated Directory of Books, Periodicals, Films, Training Aids, and Consultants on Equal Opportunity, 1982. Joan B. Cannon and Ed Smith, eds.

Sociology of Education: A Guide to Information Sources, 1979. Francesco Cordasco and David N. Alloway, eds.

The Source Book for Higher Education, 1973. Warren W. Willingham, ed.

"Sources and Information: Women in the Community College," 1981. In *Women in Community Colleges*, Judith S. Eaton, ed.

State Boards of Higher Education: A Bibliography, 1980. Richard H. Quay, ed.

A Subject Bibliography of the History of American Higher Education, 1984. Mark Beach, ed. (Complements *A Bibliographic Guide to American Colleges and Universities from Colonial Times to the Present*, 1975. Mark Beach, ed.)

U.S. Higher Education: A Guide to Information Sources, 1980. Franklin Parker and Betty June Parker, eds.

Women's Education-A World View: Annotated Bibliography of Books and Reports 1981. Franklin Parker and Betty J. Parker, eds.

Women's Education in the United States: A Guide to Information Sources, 1979. Kay S. Wilkens, ed.

The World's Students in the United States: A Review and Evaluation of Research on Foreign Students, 1976. Seth Spaulding and Michael J. Flack, eds.

7. Funding Sources

America's Hidden Philanthropic Wealth. Details on smaller foundations with potential for significant growth.

Annual Register of Grant Support. Arranged by subject categories subdivided by discipline. Includes subject and geographic indexes.

Awards, Honors, Prizes. Paul Wasserman, ed. Details of over 5,200 awards and prizes. Excluded are fellowships and scholarships, local and regional awards.

The Complete Grants Sourcebook for Higher Education.

Complete Grants Sourcebook for Nursing and Health, 1986.

Corporate 500: The Directory of Corporate Philanthropy.

Corporate Foundation Profiles.

Directory of Biomedical Grants and Health Care Grants, 1987.

Directory of Grants in the Humanities, 1987.

Directory of Grants in the Physical Sciences, 1987.

Directory of Research Grants: Descriptions of more than 2,000 programs; indexes by subject and type of sponsoring organization. Brief articles, including one on proposal development.

Foundations, Grants and Fund-Raising: A Selected Bibliography, 1976. Charlotte Georgi, ed.

The Foundation Directory. Data on over 2,500 foundations.

Foundation Fundamentals: A Guide for Grantseekers, 1986.

Foundation Grants to Individuals, 1986. Foundation Center.

Foundation Grants Index. Cumulates grants in *Foundation News*.

Funding for Anthropological Research, 1986.

Grants and Fellowships of Interest to Historians, 1988 (American Historical Association).

The Grants Register, 1985-87.

Guide to Federal Funding for Social Scientists.

The "How To" Grants Manual: Successful Techniques for Obtaining Private and Public Grants. 2nd edition (American Council on Education)

International Foundation Directory.

Lively Arts Information Directory, 1982.

Matching Gift Details (Council for the Advancement and Support of Education, 1988).

National Directory of Arts Support by Private Foundations.

National Data Book. The Foundation Center.

New York State Foundation Directory.

Taft Foundation Reporter.

World Dictionary of Awards and Prizes. 2 vols.

Fellowship Sources for Higher Education Faculty

This is a selected, annotated list of fellowship and grant sources offering significant numbers of awards. Details and deadlines vary each year. Please contact the granting organizations for information on the current year's competition. A list of resources on funding may be found in the Higher Education Journals, Reference Aids section of this Almanac.

Edward F. Albee Foundation, Inc.: William Flanagan Memorial Creative Persons Center Residencies. Better known as "the Barn," the Flanagan Center is a residence for writers (including playwrights, fiction and nonfiction writers and poets), painters, sculptors, and composers. Duration of residency: one month. (Contact: Edward F. Albee Foundation, Inc., 14 Harrison Street, New York, N.Y. 10013)

Alcohol, Drug Abuse and Mental Health Administration: Awards to encourage qualified physicians, clinical psychologists, social workers, or nurses to pursue careers in alcohol, drug abuse, and mental health research. Candidates must be citizens or permanent residents and must have at least two years of clinical training or experience at the postdoctoral level by the time the award is made. Duration: three years, not renewable. (Contact: National Clerarninghouse for Alcohol and Drug Information, P.O. Box 2345, 6000 Executive Blvd., Suite 402, Rockville, Md. 20852 (for alcohol abuse and alcoholism); Grants Management Officer, National Institute on Drug Abuse, Room 10-25, 5600 Fishers Lane, Parklawn, Rm. 10-104, Rockville, Md. 20857 (for drug abuse);, or Grants AWards and Operations Section, Grants Management Branch, National Institutre of Mental Health, Room 7C-05, 5600 Fishers Lane, Parklawn, Rm. 10-104, Rockville, Md. 20857 (for mental health)).

American Academy in Rome: Various programs in the arts, classical, and historical studies. (Contact: American Academy in Rome, 41 East 65th Street, New York, N.Y. 10021)

American Antiquarian Society: Maintains a major research library in American history and culture through 1876. The library's resources are available for research through various in-residence visiting research fellowships. (Contact: American Antiquarian Society, 185 Salisbury Street, Worcester, Mass. 01609)

American Association of University Women: Postdoctoral Fellowships for women to conduct research in any field. Stipend: $16,500; one at $20,000. Dissertation Fellowships: Must have completed all doctoral requirements except the dissertation defense. Stipend: $10,000. Selected professions. Support for women students in final year of graduate study in law, medicine, architecture, or business. (Contact: American Association of University Women Education Foundation Programs, 2401 Virginia Avenue, Washington, D.C. 20037)

American Association for the Advancement of Science: Science, Arms Control, and National Security Fellowships. Available to outstanding postdoctoral to mid-career scientists, engineers, and other appropriate scholars and professionals with some experience with arms control and national security issues. Fellows spend one year working in appropriate executive agencies of the federal government, congressional committees, or support agencies or nonprofit institutions in Washington, D.C. (Contact: Dr. Elizabeth J. Kirk, Senior Program Associate, AAAS, 1333 H Street, N.W., Washington, D.C. 20005)

American Council of Learned Societies: 1. Fellowships. For full-time research by scholars in the humanities or humanistic social sciences. Tenure: six months to one year. Stipend: maximum of $15,000. 2. Research Fellowships for Recent Recipients of the Ph.D. Reserved for scholars who received their Ph.D. within the past three years. 3. Grants-in-aid. To advance specific programs or research in progress by contributing to the scholar's essential personal expenses for that purpose, e.g., travel and maintenance away from home, research or clerical assistance, and duplication or purchase of materials. 4. Travel Grants for Humanists to International Meetings Abroad. Awarded to humanists, social scientists, and legal scholars with historical or philosophical interests who will read papers or have a major official role in meetings. 5. Various programs for Chinese Studies. 6. Grants for East European Studies. For research in the social sciences and humanities relating to Albania, Bulgaria, Czechoslovakia, the German Democratic Republic, Hungary, Poland, Romania, and Yugoslavia. Stipend: up to $25,000. (Contact: Office of Fellowships and Grants, American Council of Learned Societies, 228 East 45th Street, New York, N.Y. 10017)

American Council on Education: Fellows Program. (Contact: Madeleine F. Green, Vice President and Director, Center for Leadership Development, American Council on Education, One Dupont Circle, N.W., Washington, D.C., 20036)

American Historical Association: 1. James Franklin Jameson Fellowship. Offered to support research in American history in the collections of the Library of Congress by young historians. Stipend: $9,000. 2. Albert Beveridge Grants for Research in Western Hemisphere History. Supports ongoing research. Stipend: Not to exceed $1,000. 3. Fellowship in Aerospace History. Fellows spend six months to one year in the History Office of the National Aeronautics and Space Administration, in pursuit of a proposed research project. Stipend: $25,000. 4. Littleton-Griswold Grants: For research in American legal history and the field of law and society. Stipend: $1,000. 5. Michael Kraus Research Grant in History. Supports research on American colonial history. Stipend: $800. 6. Bernadotte Schmitt Grants. Supports research in the history of Europe, Africa, or Asia. Stipend: $1,000. (Contact: American Historical Association, 400 A Street, S.E., Washington, D.C. 20003)

American Institute of Indian Studies: Fellowship Programs. Various awards for research on India. (Contact: American Institute of Indian Studies, University of Chicago, 1130 E. 59th Street, Chicago, Ill. 60637)

American Philosophical Society: Research Grants. All fields, open to doctoral degree holders. Stipend: $3,500 maximum; $2,500 for full professors. (Contact: Committee on Research, Research Office, American Philosophical Society, 104 South Fifth Street, Philadelphia, Pa. 19106)

American Political Science Association: Congressional Fellowship Program. Provides opportunities for young and mid-career political scientists to learn more about the legislative process by working as congressional aides for nine months. Condition: Receipt of Ph.D. within last 15 years, or near completion. Stipend: $20,000 plus travel expenses. (Contact: J. Brinton Rowdybush, Director, Congressional Fellowship Program, American Political Science Association, 1527 New Hampshire Avenue, N.W. Washington, D.C. 20036)

American Scandinavian Foundation: Fellowships and Grants. Encourages advanced study and research in the Scandinavian countries, including Iceland. Grants (normally $2,000) are considered suitable for those who plan a program in Scandinavia of a few weeks or months. Fellowships (normally $8,000) are typically for doctoral candidates for an extended period of time. (Contact: Exchange Division, The American-Scandinavian Foundation, 127 East 73rd Street, New York, N.Y. 10021)

American Schools of Oriental Research: Various programs for both senior and junior scholars. (Contact: ASOR Administrative Director, 4243 Spruce Street, Philadelphia, Pa. 19104)

American Sociological Association: Problems of the Discipline Grants. Awards are for the study of sociology as a discipline, including, but not limited to: "an exploratory study, a small conference, travel to consult with specialists, a program of study at a major research center; and projects not ordinarily supported by other sources." Stipend: Maximum of $2,500. (Contact: Executive Officer, American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036)

Association of American Colleges: National Fellows Program. Enables faculty and administrators to work as professional staff members in AAC's national office. (Contact: Jane Spalding, AAC, 1818 R Street, Washington, D.C. 20009)

British Institute: Fellowships in the Humanities. Awards related to the study of British life. (Contact: British Institute Fellowships, Suite 400, 1333 New Hampshire Avenue, N.W., Washington, D.C. 20036)

John Carter Brown Library: Fellowships. Various programs for scholars engaged in research appropriate to the resources of the library. The collection includes primary materials relating to all aspects of the discovery, exploration, and settlement of the New World. (Contact: Director, John Carter Brown Library, Brown University, Box 1894, Providence, R.I. 02912)

Mary Ingraham Bunting Institute: Academic year and summer fellowships for women scholars. (Contact: Mary Ingraham Bunting Institute, Radcliffe College, 34 Concord Avenue, Cambridge, Mass. 02138)

Business and Professional Women's Foundation. Fellowships. Various programs for contemporary and historical research on economic issues of importance to today's working woman. (Contact: Business and Professional Women's Foundation, 2012 Massachusetts Ave., Washington, D.C. 20036)

Center for Advanced Studies in the Behavioral Sciences: Postdoctoral Fellowships. Up to 50 residential fellowships annually to scholars showing exceptional accomplishment or promise in their respective fields. Most candidates are nominated by former

Fellows or by senior scholars. (Contact: Center for Advanced Studies in the Behavioral Sciences, 202 Juniperro Serra Blvd., Stanford, Calif. 94305)

Center for Field Research: Up to 100 of the most significant field research projects worldwide in all appropriate disciplines. Field research is defined broadly to include any research in the sciences and humanities that directly addresses primary sources—whether natural, artifactual, or archival. To qualify for support, projects must usefully involve in field assignments lay volunteer members (usually not less than 15) of the Earthwatch Research Corps. While support is principally committed to advanced postdoctoral scholarship, portions are reserved for affirmative action, as well as excellent projects by younger postdoctoral scholars and, in special cases, graduate students. In recent years, project grants have ranged from $3,000 to $50,000. (Contact: The Center for Field Research: 10 Juniper Road, Box 127, Belmont, Mass. 02178)

Center for Hellenic Studies: In-Residence Junior Fellowships. Provides fellows with the opportunity for study and research on ancient Greek literature, language, history, philosophy, or religion utilizing the Center's classics library. (Contact: Center for Hellenic Studies, 3100 Whitehaven Street, N.W., Washington, D.C. 20008)

Center for Research on Women: Postdoctoral Research Training Program on Sex Roles and Mental Health. Support for in-residence research on sex roles and mental health of women. Applicants must hold an M.D., Ed.D., D.S.W., or the Ph.D. in the psychological and social sciences. (Contact: Center for Research on Women, Wellesley College, Wellesley, Mass. 02181)

The Center for Theoretical Studies: Postdoctoral Residents. For "recent doctoral graduates with interests and expertise in theoretical aspects of the physical sciences or the history and philosophy of science. Positions in residence at the University of Miami are generally tendered for a period of one year and may be renewed. Residents are free to pursue their own work and will have the opportunity to interact with Fellows of the Center, senior scientists of great distinction." (Contact: Center for Theoretical Studies, University of Miami, P.O. Box 249055, Coral Gables, Fl. 33124)

Columbia Society of Fellows in the Humanities: Fellowships. Designed to enhance the role of the humanities by exploring and clarifying the interrelationships within the humanities, as well as their relationship to the natural sciences and the professions.

Postdoctoral fellowships are for individuals who have received the doctorate within the past two years. Fellows teach in the undergraduate program in general education. Stipend: $28,500 (Contact: Director, Society of Fellows in Humanities, Heyman Center for the Humanities, Box 100, Central Mail Room, Columbia University, New York, N.Y. 10027)

Committee on Scholarly Communication with the People's Republic of China: For advanced graduate students, postdoctoral scholars, and senior scholars, in the natural sciences, engineering, social sciences, and humanities to undertake long term study and research, or short term lecturing and exploratory visits at Chinese universities and research institutes. (Contact: CSCPRC, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418)

Cooperative Institute for Research in Environmental Sciences: One-year visiting fellowships to scientists with research interests in atmospheric chemistry, atmospheric dynamics, climate dynamics, environmental chemistry and geochemistry, and environmental biochemistry and biology, remote sensing, and global change. Awards may be made to senior scientists, including those on sabbatical leave, or to recent Ph.D. recipients. Fellows will pursue their own research programs and participate in Institute seminars. Stipend: scaled to research experience. (Contact: Prof. Robert Sievers, Director of CIRES, Visiting Fellow Program, Campus Box 449, University of Colorado, Boulder, Colo. 80309)

Council for International Exchange of Scholars: Fulbright Scholar Program. Lecturing and research awards for postdoctoral scholars in all fields. Opportunities vary for each country. (Contact: Council for International Exchange of Scholars, 11 Dupont Circle, N.W., Washington, D.C. 20036)

Council on Library Resources: General Research Grants Program. For "topics related to the characteristics and use of information and the structure of library service and informations systems, especially in the context of teaching, research, and scholarship." Cooperative Research Grants Program for Librarians and Faculty Members. Research projects proposed jointly by librarians and members of faculties in library science or when appropriate, other pertinent disciplines. Stipend: Maximum of $3,000. (Contact: Council on Library Resources, 1785 Massachusetts Ave., N.W., Washington, D.C. 20036)

Cushwa Center for the Study of American Catholicism: 1. Research grants for the study of American Catholicism. Stipend: $2,000. 2. Research Fellowship Program. Research Fellows are provided offices in the Cushwa Center and have access to the University library and archives. They participate in seminars and conferences sponsored by the Cushwa Center. The Center provides no funding for Research Fellows. (Contact: Cushwa Center for the Study of American Catholicism, Room 614, Memorial Library, University of Notre Dame, Notre Dame, Ind. 46556)

Lady Davis Fellowship Trust: Awards for Study, Research, or Teaching. Postdoctoral awards tenable at the Hebrew University of Jerusalem and the Technion-Israel Institute of Technology, Haifa for the academic year. Fellowships are for a period of one or two years and may be extended. (Contact: The Lady Davis Fellowship Trust, P.O. Box 1255, Jerusalem, Israel)

Shelby Cullom Davis Center for Historical Studies: Fellowships. Awards for scholars to pursue research and attend the Seminar of the Davis Center. Eligible applications are younger scholars who have finished their dissertations and have a full-time position to which they can return. Senior scholars with established reputations are also eligible. (Contact: Shelby Cullom Davis Center for Historical Studies, Princeton University, 129 Dickenson Hall, Princeton, N.J. 08544)

Department of Justice: National Institute of Justice Fellowships. Various programs including visiting fellowships, grants to individuals, grants to state, local and nonprofit criminal justice organization employees, and summer research fellowships. (Contact: National Institute of Justice, 633 Indiana Avenue, N.W., Washington, D.C. 20531)

Dumbarton Oaks: Fellowships. In-residence fellowships in Byzantine studies (including related aspects of late Roman, early Christian, Western Medieval, Slavic, and Near Eastern studies); Pre-Columbian studies; and studies in landscape architecture. Project support also available in these areas. (Contact: Assistant Director, Dumbarton Oaks, 1703 32nd Street, N.W., Washington, D.C. 20007)

Earhart Foundation: Fellowship Research Grants for research in the social sciences or history. Proposals should lead to the advancement of knowledge through teaching, lecturing, and publication. Stipend: up to $20,000. (Contact: Earhart Foundation, Plymouth Building, Suite 204, 2929 Plymouth Road, Ann Arbor, Mich. 48105)

East-West Center: Fellowships. The East-West Center was established to promote better relations and understanding among the people of Asia, the Pacific and the U.S. through collaborative endeavors on common problems. The Center provides opportunities for study, training and research related to the concerns of its institutes and programs. (Contact: Award Services Officer, East-West Center, Burns Hall 2066, 1777 East-West Road, Honolulu, Hi. 96848)

Educational Testing Service: Postdoctoral Fellowship Program. One year awards for research in: psychometrics, cognitive psychology, educational psychology, statistics, higher education, technology, occupational/vocational testing, minority issues, testing issues, or policy studies. Stipend: $24,000. (Contact: Margaret B. Lamb, Educational Testing Service, Mail Stop 30-B, Princeton, N.J. 08541)

Eppley Foundation for Research, Inc.: Grants. Supports postdoctoral research in advanced scientific subjects. Ordinarily the grants are for one year only.Stipend: averages $10,000 to $15,000 through recognized charitable or educational institutions. (Contact: Huyler C. Held, Secretary, The Eppley Foundation for Research, Inc., 575 Lexington Avenue, New York, N.Y. 10022)

Ford Foundation Doctoral Fellowships for Minorities: Postdoctoral Fellowships awarded on a competitive basis to U.S. citizens or nationals who are members of the following minority groups: Native American Indian/Alaska Native (Eskimo and Aleut), Black American, Mexican American/Chicano, Native Pacific Islander (Micronesian and Polynesian), and Puerto Rican. Awards are made to Ph.D. or ScD. holders in the behavioral and social sciences, humanities, engineering, mathematics, physical sciences, and biological sciences, or for interdisciplinary programs comprised of two or more eligible disciplines. Stipend: $25,000. (Contact: The Fellowship Office, GR 420A, National Research Council, 2101 Constitution Avenue, Washington, D.C. 20418)

Fund for the Improvement of Postsecondary Education: The Comprehensive Program. Proposals aimed at encouraging the reform, innovation, and improvement of postsecondary education and providing equal educational opportunity for all. Areas of interest include, but are not limited to curricular reform, teacher education reform, graduate and professional education, faculty, staff and organizational development, education for a changing economy, and uses and implications of the new technologies. (Contact: FIPSE, 7th and D Streets, S.W., Washington, D.C. 20202)

German Academic Exchange Service: 1. Study Visits for Faculty. Projects of up to three months' duration for those holding the Ph.D. for more than two years. Stipend: a monthly maintenance allowance and travel inside Germany. 2. Short-term research for

Ph.D. candidates and recent Ph.D.'s: Maximum of 32 years of age and good knowledge of German. Stipend: monthly maintenance allowance. (Contact: German Academic Exchange Service, 535 Fifth Avenue, New York, N.Y. 10017)

German Marshall Fund of the United States: 1. Research Fellowships. Projects that seek to improve the understanding of significant contemporary economic, political, and social developments involving the United States and Europe. Duration: three months to a year. Stipend: maximum of $28,000 per year plus $2,000 travel. 2. Short-term Awards for U.S.-European Travel. Grants to support transatlantic travel to present a paper or fill a scheduled role as discussant at a conference. (Contact: The German Marshall Fund of the United States, 11 Dupont Circle, N.W., Washington, D.C. 20036)

Gerontological Society of America: Postdoctoral Research Program in Applied Gerontology. Provides academic gerontologists with exposure to the administrative process and practical experience of conducting applied research by placing them in agencies and organizations that plan or deliver services to old people. Applicants' backgrounds may be in the medical or health sciences, business or economics, or the behavioral and social sciences. (Contact: Program Director, Gerontological Society of America, 1411 K Street, N.W., Washington, D.C. 20005)

W.T. Grant Foundation: Research in mental health-particularly stress and coping in school age children. Any discipline is eligible, but it is expected that most will come from pediatrics, child psychiatry, epidemiology, and the behavioral sciences. Nominations by institutions, normally of faculty in first level or rank of appointment. Stipend: up to $35,000 a year for five years. (Contact: Robert J. Haggerty, M.D., President, William T. Grant Foundation, 515 Madison Avenue, New York, N.Y. 10022)

John Simon Guggenheim Foundation: Fellowships. Assists scholars and artists engaging in research in any field of knowledge and creation in any of the arts under the freest possible conditions. Successful candidates ordinarily will have demonstrated exceptional capacity for productive scholarship or exceptional creative ability in the arts. May not be held concurrently with other awards. (Contact: John Simon Guggenheim Memorial Foundation, 90 Park Avenue, New York, N.Y. 10016)

Hagley Museum and Library: 1. Research Fellowships. For study at Hagley's Center for the History of Business, Technology, and Society. Stipend: $27,500 maximum. 2. Grants-in-Aid. For short term research in the imprint, manuscript, pictorial, and artifact collections of the Hagley Museum and Library. Stipend: up to $750 per month. (Contact: Dr. Elizabeth Gray Kogen, Executive Administrator, Center for the History of Business, Technology, and Society, Hagley Museum and Library, Box 3630, Wilmington, Del. 19807)

Harvard Divinity School Women's Studies in Religion Program: Residency Fellowships. For scholars who provide or show promise of providing leadership in the study of the history and function of gender in the interaction between religious systems of belief and cultural patterns defining the social roles, status, and image of the female. (Contact: Constance H. Buchanan, Associate Dean, Harvard Divinity School, 45 Francis Avenue, Cambridge, Mass. 02138)

Johns Hopkins Program in Atlantic History, Culture and Society: Fellowships. Interdisciplinary approaches to study the history and culture of the Atlantic coast, Africa, and the Caribbean. Fellows must reside in Baltimore and devote full time to research and writing. (Contact: Director, Program in Atlantic History, Culture and Society, Johns Hopkins University, Baltimore, Md. 21218)

George A. and Eliza Gardner Howard Foundation: Seven awards will support scholars engaged in full-time independent research projects in the fields of classics and archaeology, history of science, philosophy, and religious studies. The Fellowships are for a period of one year. Applicants should be in the middle stages of their careers and be eligible for sabbatical or other leave from their institutions. Application is through nomination by the institution (two nominees per institution). Stipend: $18,000. (Contact: Howard W. Pfautz, Administrative Director, The Howard Foundation, Box 1867, 42 Charlesfield Street, Brown University, Providence, R.I. 02912)

Alexander von Humboldt Foundation: Research Fellowship. Research projects in the Federal Republic of Germany and West Berlin. Stipend: 1,600 to 2,200 DM per month. (Contact: Alexander von Humboldt Foundation, Jean Paul-Strasse 12, D5300, Bonn 2, Federal Republic of Germany)

Institute for Advanced Study: The Institute appoints members who wish to pursue independent work in residence (from one term to two years) at one of its four schools: Mathematics, Natural Sciences, Historical Studies, and Social Sciences. Senior scholars of well-established reputation are balanced against younger applicants who have promise but fewer publications. Applicants who research falls within the interests of one or more regular

Institute faculty are preferred. About half the members receive support from the Institute; the other half are supported by their own institutions or outside grants. (Contact: Institute for Advanced Study, Olden Lane, Princeton, N.J. 08540)

Institute for Educational Leadership: Educational Policy Fellowships. A one-year professional development program for mid-career professionals from educational agencies and related organizations to learn about public policy. Fellows remain in their full-time positions and are financially supported by their employing agencies. (Contact: Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Washington, D.C. 20036)

Institute for European History: Fellowships: To promote research on the Reformation and the History of Europe from the 16th century to the present, the Institute annually awards twenty fellowships to young historians from Europe and abroad. Fellows are in residence in Mainz, Germany. Candidates must have a thorough command of German and be either at the advanced stages of their dissertation or already in possession of their doctorate. Duration: six months to a year. Stipend: between $700 and $900 a month. (Contact: Professor Karl Otmar Freiherr von Aretin, Direktor der Abteilung Universalgeschichte, and Professor Peter Manns, Direktor des Abteilung Religiousgeschichte, both at: D-6500 Mainz, Alte Universitatsstrasse 19, West Germany)

International Research and Exchanges Board (IREX): Exchanges and Fellowships. Various programs for research on the Soviet Union and Eastern Europe, and for exchanges with those nations. (Contact: IREX, 655 Third Avenue, New York, N.Y. 10017)

Japan Foundation: Fellowship Program. "Professional" fellowships for those with substantial training in some aspect of Japanese studies and who desire to carry out research in Japan. (Contact: The Japan Foundation, 342 Madison Avenue, New York, N.Y. 10173)

Joint Center for Political Studies: Distinguished Scholars Program. Fellowships for outstanding scholars and public policy analysts to spend up to one year in residence at the Joint Center for Political Studies to conduct research on issues of importance to Black Americans. (Contact: JCPS, 1301 Pennsylvania Avenue, N.W., Washington, D.C. 20004)

The W.K. Kellogg Foundation: National Fellows Program. A three-year program designed for individuals in the early years of their professional careers. A basic aim of the program is to assist future leaders in developing skills and competencies which transcend traditional disciplinary and professional methods of addressing problems. To this end, the program provides experiences which equip participants to address social issues in agriculture, education and health. Fellows are expected to spend about one-fourth of their time on Fellowship-related activities including a self-designed learning plan for personal and professional improvement as well as group seminars. Grant: up to $35,000 plus 12.5 percent of the Fellow's annual salary reimbursed to qualifying employers. (Contact: National Fellowship Program, Kellogg Foundation, 400 North Avenue, Battle Creek, Mich. 49017)

Memorial Foundation for Jewish Culture: Scholarly, literary, or art projects in a field of Jewish specialization. Stipend: $1,000 to $4,000 per year. (Contact: Dr. Jerry Hochbaum, Executive Director, Fellowship Program, Memorial Foundation for Jewish Culture, 15 E. 26th Street, New York, N.Y. 10010)

Metropolitan Museum of Art: 1. Chester Dale Fellowships. For scholars under age 40 whose fields are related to the fine arts of the western world. 2. Andrew W. Mellon Fellowships. For promising young scholars with research projects related to the Museum's collections, as well as for distinguished American and foreign visiting scholars who can serve as teachers and advisers and make their expertise available to catalog and refine the collections. 3. J. Clawson Mills Scholarships. For scholars interested in pursuing research projects in any branch of the fine arts related to the Museum for one year. Generally reserved for mature scholars of demonstrated ability. (Contact: Fellowship Program, Office of Academic Programs, The Metropolitan Museum of Art, Fifth Avenue and 82nd Street, New York, N.Y. 10028)

National Academy of Education: Postdoctoral fellowship program for recent recipients of the doctorate doing research on issues relevant to the improvement of education in all of its forms. Contact: Gail Keeley, National Academy of Education, Harvard Graduate School of Education, 108 Longfellow Hall, Cambridge, Mass., 02138.

National Council of Teachers of English: Grants. For research on the teaching and learning of English and the language arts. (Contact: NCTE, 1111 Kenyon Road, Urbana, Ill. 61801)

National Education Association: For information on NEA-sponsored grant opportunities, see The National Foundation for the Improvement of Education in "The NEA and Higher Education" section of this *NEA Almanac.*

National Endowment for the Arts: Many programs, including fellowships and international exchanges. (Contact: Public Information Office, National Endowment for the Arts, 1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506)

National Endowment for the Humanities. Many programs, including "Fellowships for Independent Study and Research," "Summer Stipends," and "Travel to Collections"—travel to research collections of libraries, archives, museums, or other repositories. (Contact: National Endowment for the Humanities, 1100 Pennsylvania Ave., Washington, D.C. 20506)

National Geographic Society: Grants-in-aid. For basic research in the sciences pertinent to geography. These include anthropology, archaeology, astronomy, biology, botany, ecology, physical and human geography, geology, oceanography, paleontology, and zoology. Grants normally are made only for field research. Stipend: $1,200 to $75,000. (Contact: Edwin W. Snider, Secretary, Committee for Research and Exploration, National Geographic Society, 17th and M Streets, N.W., Washington, D.C. 20036)

National Humanities Center: Fellowships to postdoctoral scholars in all humanistic disciplines, including history, to pursue their own research topics. Tenure: mostly for entire academic year; one semester possible. Salary: equivalent to academic salary. (Contact: National Humanities Center, 7 Alexander Drive, Research Triangle Park, N.C. 27709)

National Institutes of Health: Many programs. Of special interest: 1. Academic Research Enhancement Award. Funding for feasibility studies, pilot studies, and other small-scale research projects. Stipend: Up to $50,000 in direct costs, plus applicable indirect costs for a period not to exceed 24 months. 2. Small Grant Awards. Provide research support, specifically limited in time and amount, for activities that would provide a basis for more extended research. (Contact: Office of Grant Inquiries, Room 449, Westwood Building, Division of Research Grants, National Institutes of Health, Bethesda, Md. 20892)

National Research Council: Resident, Postdoctoral, and Cooperative Research Associateship awards are offered to scientists at the doctoral level for work in one of more than 30 federally sponsored research laboratories in virtually all of the physical and biological sciences. Tenure is normally 12 months for regular Associates and 3 to 24 months for senior Associates. Stipend: $24,500 to $50,000 (Contact: National Research Council, Office of Scientific and Engineering Personnel, 2101 Constitution Avenue, Washington, D.C. 20418)

National Science Foundation: Many programs. Of special interest: 1. Research Visits at Foreign Centers of Excellence. Supports U.S. scientists wishing to conduct research at foreign institutions of excellence. Tenure abroad may range from 3 to 16 months. (Contact: Mr. Henryk Uznanski, Division of International Programs, address below), 2. Mathematical Sciences Postdoctoral Research Fellowships. Research in pure mathematics, applied mathematics and statistics. Candidates must have held the doctorate for not more than five years, and have not held a previous NSF Postdoctoral Fellowship. Duration: Two academic years and six summer months. Stipend: about $55,000. (Contact: Mathematical Sciences Postdoctoral Research Fellowships, Mathematical Sciences Section, address below), 3. NATO Postdoctoral Fellowships in Science. Study and research at institutions outside the U.S. that are members of NATO. Fields covered include mathematical, physical, medical, biological, engineering and social sciences. (Contact: Division of Scientific Personnel Improvement, address below), 4. Presidential Young Investigator Awards. Cooperative Research Support from government and industry for promising young science and engineering faculty. Nominations are made by department heads. Stipends: $25,000-$62,500 per year; require industrial matching of NSF funds over $25,000. (Contact: Dr. Fred Oettle, Office of Scientific and Engineering Personnel and Education, address below), 5. Visiting Professorships for Women. Enables a woman scientist or engineer to undertake advanced research at a host institution. The research must be in a field normally-supported by NSF, and may be conducted independently or in collaboration with others. (Contact: Dr. Margrete Klein, Program Director, NSF Visiting Professorships for Women) For all programs: National Science Foundation, 1800 G Street, N.W., Washington, D.C. 20550

Newberry Library: Fellowships. Support is provided for exchange programs, research in residence and writing relevant to the Newberry Library collections. The library's holdings consist of a general collection on the humanities within Western civilization from the late Middle Ages to the early twentieth century. (Contact: Committee on Awards, The Newberry Library, 60 West Walton Street, Chicago, Ill. 60610)

Organization of American States: Fellowship Program. For advanced study or research in any field, with the exception of the medical sciences, with priority given to the studies, research, and training necessary for the expansion of man's productivity. For citizens or permanent residents of OAS countires. (Contact: Department of Fellowships and Training, OAS, Wash., D.C. 20006)

Population Council: Population Fellowships in the Social Sciences. Fellowships may be awarded in the fields of population studies (including demography and biostatistics) or for study plans in population in combination with a social science discipline. Graduate awards open to Ph.D. candidates in population sciences. Awards for postdoctoral study are open to scholars to wish to undertake training and research with population specialization. Mid-career study awards are open to scholars with substantial professional experience wishing to undertake a specific plan of training and study to update and strengthen their professional skills. (Contact: Fellowship Secretary, The Population Council, One Dag Hammarskjold Plaza, New York, N.Y. 10017)

The Research Corporation: 1. Cottrell College Science Grants. Supports research with undergraduates in chemistry, physics, astronomy, and related areas in the life sciences at predominantly undergraduate colleges. 2. General Foundation Grants. Support research in the natural sciences or other projects with the potential to advance science. 3. High School-College Research Partnerships. Aids faculty scientists who serve as mentors to high school science teachers during a summer research project. 4. Research Opportunity Awards. For scientists of demonstrated productivity and creativity seeking to explore new areas of experimental research. (Contact: The Research Corporation, 6840 East Broadway Boulevard, Tucson, Ariz. 85710)

Resources for the Future: 1. Gilbert F. White Fellowship Program. Intended for young professionals who conduct investigations of a social or policy problem in natural resources, energy, or the environment. Open to all who have completed the work for a doctorate. Stipend: $24,000. 2. The RFF Small Grants Program Awards on issues related to the environment, natural resources, or energy. Tenure: between two months and two years. Stipend: maximum of $30,000. 3. Fellowships in the Natural Sciences. Designed to encourage collaboration between natural scientists and social scientists in the analysis of resource and environmental problems. Open to scientists with five or more years of experience. (Contact: Resources for the Future, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036)

The Rockefeller Foundation: 1. Fellowships in the Humanities. The Fellowships have aided scholars whose work advances understanding of the modern world through clarification of the past or direct assessment of the present. The fellowships are offered as residences at host institutions selected for their potential to promote individual scholarship in the humanities. Host institutions include academic departments, area studies, and other interdisciplinary programs, museums, and other arts and cultural organizations. Information about eligibility is available from each host institution. (For a list of host institutions, contact: The Rockefeller Foundation, address below) 2. Fellowships in Agriculture, Population, and Rural Development. Preference is given to young social scientists with no experience in international agriculture, rural development or population studies. Fellows develop and carry out research for two years at developing country universities, international agricultural research institutions, etc. Stipend: salary of a beginning assistant professor. (Contact: Joseph M. Bookmyer, Manager, Fellowship Office, address below). 3. Research Grants for studies of changing Gender Roles in Post-Industrial Societies. To encourage research which can lead to a new understanding of the inter-relationships of gender with other important phenomena in post-industrial societies. Projects may examine the social, legal, economic, psychological, philosophical and historical dimensions of the changing status and perception of women. Stipend: from $10,000 to $70,000. (Contact: Gender Roles Program) For all programs: The Rockefeller Foundation, 1133 Avenue of the Americas, New York, N.Y. 10036

The Rotary Foundation. Grants. Support for teaching at universities in other countries, especially in developing countries. The fields taught must have international applications in the general areas of economic, political, social or cultural studies. Applicants must hold the rank of associate professor or higher, and must not be Rotarians. Stipend: about $10,000. (Contact: The Rotary Foundation, One Rotary Center, 1560 Sherman Avenue, Evanston, Ill. 60201)

School of American Research: Resident Scholar Fellowship Program. For advanced (both pre- and post-doctoral) studies in anthropology and related fields. Tenure: September 1-July 15. (Contact: Resident Scholar Program, School of American Research, Box 2188, Santa Fe, N.M. 87501)

Sigma Xi: The Scientific Research Society: Grants-in Aid of Research. Research awards are made to individuals in any scientific discipline. Preference is given to applicants in the early stages of their careers. Stipend: ranging from $100 to $1,000. (Contact: Sigma Xi: The Scientific Research Society, Committee on Grants-in-Aid of Research, 345 Whitney Avenue, New Haven Ct. 06511)

Alfred P. Sloan Foundation: Sloan Research Fellowships. For basic research in the physical sciences, economics and certain interdisciplinary fields such as geochemistry, astrophysics, and neuroscience. Nominations may be submitted by senior scientists who are in a position to identify unusually promising younger colleagues. Candidates must be members of the regular faculty. The upper age limit for candidates is 32. Stipend: $25,000. (Contact: Program Administrator, Sloan Research Fellowships, Alfred P. Sloan Foundation, 630 Fifth Avenue, New York, N.Y. 10011)

Smithsonian Institution: Fellowships and Grants. Many programs including Fellowships and Grants in the history of mathematics, physical sciences, medicine, and the history of science in America. (Contact: Catherine F. Harris, Administrative Officer, Office of Fellowships and Grants, The Smithsonian Institution, 955 L'Enfant Plaza, Room 3300, Washington, D.C. 20560)

Social Science Research Council: Many programs. Of note: 1. Grants for Advanced International Area and Regional Research. Supports research in one country, comparative research between countries in one area, and comparative research between areas. Current area programs: Africa, all regions of Asia, Near and Middle East, and Latin America. 2. MacArthur Foundation Fellowships in International Peace and Security. Intended to foster critical thinking and the testing of established assumptions about peace and security. Postdoctoral scholars from the physical and biological sciences as well as from the social and behavioral sciences are eligible. 3. Advanced Research Fellowships in Foreign Policy Studies. Supports research on U.S. foreign policy-making processes that takes account of the complex interplay of political, economic, social, and international forces that are believed to influence policy making. (Contact: Social Science Research Council, Fellowships and Grants, 605 Third Avenue, New York, N.Y. 10158)

The Spencer Foundation: Various programs for research in education. (Contact: The Spencer Foundation, 875 N. Michigan Ave., Chicago, Ill. 60611)

Stanford Humanities Center: External Faculty Fellowships. For both juniors and seniors to spend a year at the Center. Seniors encouraged to arrange other financial support. (Contact: Stanford Humanities Center, Mariposa House, Stanford University, Stanford, Calif. 94305)

The Tinker Foundation: Institutional Grants Program. Grants for topics and activities related to Ibero-America, Spain, or Portugal. Priority is given to work in the broad field of the social sciences, with particular emphasis on areas such as urban and regional studies, public strategic issues, education, communications, management, and economics. Support is also offered for projects focusing on international relations, natural resource development, the training of specialists at the post-graduate level, and for programs desgined to further the education of the Spanish- or Portugese-speaking people of the United States. Stipends: $5,000 to over $100,000, renewable. (Contact: The Tinker Foundation, 55 East 59th Street, New York, N.Y. 10022)

The Twentieth Century Fund: Research Awards. Commissioned research projects on topics of interest with public policy recommendations, including domestic policies, politics, and economics; urban problems and social issues; communication, science, and technology; U.S. policy in the international arena. Stipend: all reasonable costs (Contact: Assistant Director for Research, The Twentieth Century Fund, 41 East 70th Street, New York, N.Y. 10021)

UCLA Institute of American Cultures: Fellowship Awards for both recent Ph.D. recipients and senior scholars for American Indian, Asian American, Chicano, and Afro-American studies. (Contact: Institute of American Cultures, UCLA, Campbell Hall, Los Angeles, Calif. 90024)

Virginia Center for the Humanities: The Center supports individual and collaborative residencies to assist scholars and teachers; library, museum, and media professionals; and citizens working in the humanities to interpret modern society and to improve the quality of public discourse. Eligibility: Virginia residents working in any area of the humanities and non-state residents who propose work on a subject of special relevance to Virginia. Stipends: up to $3,000 per month; residencies available for one month to one semester (Contact: Virginia Foundation for the Humanities, 1939 Ivy Road, Charlottesville, Va. 22903)

Weizmann Institute of Science: Postdoctoral Fellowships. The Feinberg Graduate School of the Weizmann Institute offers about 20 one-year postdoctoral fellowships per year in all areas of research in which the Weizmann Institute is engaged. The fellowships are open to citizens of all countries. (Contact: Roni Golan, Secretary, Feinberg Graduate School, Weizmann Institute of Science, Box 26, Rehovot 76100, Israel)

Wesleyan University Center for the Humanities: Mellon Postdoctoral Fellowships. The purpose is to promote interdisciplinary interest among younger humanists, to direct their attention to problems of pedagogy on the undergraduate level, and to associate them with a distinguished teaching and research faculty in their immediate postgraduate years. Open to scholars in any field of humanistic inquiry who have received their Ph.D. degrees within the past three years. Preparation of one course is required; otherwise time is free. Residence in Middletown required. Stipend: $24,500. (Contact: The Director, The Center for the Humanities, Wesleyan University, Middletown, Conn. 06457)

Woodrow Wilson International Center for Scholars: The Center awards fellowships in one broadly defined category: History, Culture and Society, and five more focused programs: American Society and Politics, Kennan Institute for Advanced Russian Studies, Latin American Program, International Security Studies Program, and East Asia Program. Academic participants must be at the postdoctoral level, and normally will have published a major work beyond the Ph.D. dissertation. The Center provides no laboratory facilities, but welcomes applications from scientists, particularly those writing on philosophical or social issues in science and technology. Fellows will be in residence at the Center for appointments of 4 to 12 months and they must devote full time to the major research project proposed in the application. Stipend: equal to the fellow's income for the previous year. (Contact: Woodrow Wilson International Center for Scholars, Smithsonian Institution Building, Washington, D.C. 20560)

Carter Woodson Institute for Afro-American and African Studies at the University of Virginia: For completion of research in progress in the humanities and social sciences on Africa, Africans, and peoples of African descent. Stipend: $12,500 (predoctoral); ($25,000 postdoctoral). (Contact: William E. Jackson, Associate Director for Research, Carter G. Woodson Institute for Afro-American and African Studies, The University of Virginia, 1512 Jefferson Park Avenue, Charlottesville, Va. 22903)

NEA and Higher Education

NEA Policy Statements on Higher Education

In higher education, the 1980s have been a time of reform ferment. In 1986, an Advisory Group to the NEA Executive Committee on Reform in Higher Education reviewed basic NEA policies in light of the questions and concerns raised by the higher education reform movement. The report of this panel appeared as the January 30, 1987 issue of the NEA Higher Education Advocate. *Among the issues covered: curriculum reform, student assessment, academic and intellectual freedom, access to higher education, faculty governance, evaluation of faculty, research, school-college partnerships, teacher education reform, professional compensation, accreditation, and vocational education. The NEA Standing Committee on Higher Education also issued a report on part-time, temporary, and nontenure track faculty appointments.*

NEA positions in higher education are also established by Resolutions (expressions of the Association's goals), by its legislative program, and by New Business ("specific in nature and terminal in application") adopted by delegates to the NEA Representative Assembly. Following are policies that relate to higher education.

NEA Resolutions Related to Higher Education

Note: Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended or reviewed.

A. General

Higher Education (C-7)

The National Education Association supports higher education as an essential part of the education process. The Association

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NOTE: Copies of the special *Advocate*, the report on part-time faculty, and of the full text of NEA policies adopted by the Representative Assembly, which appears in the booklet *Resolutions, Legislative Program and New Business: 1987-88* are available from: NEA, 1201 16th Street, N.W., Washington, D.C. 20036.

believes that postsecondary education serves an invaluable function for intellectual development, for research and scholarship, for career preparation, and for preparation for life. The Association supports access to collegiate programs for all qualified students without regard to age, sex, race, military registration status, or ability to pay. The Association further supports fully funded, guaranteed student loan programs.

The Association believes that clear admission and graduation standards, careful student counseling, tutorial and other support services, the right to complete coursework during or after the quarter/semester missed due to documented extended illness, active participation of students in their own learning, and a thoughtfully articulated curriculum can significantly help increase the number of students successfully completing their degrees. (80, 86)

B. National Issues

Federal Financial Support for Education (A-9)

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens that arise from the needs of our national social, economic, and political system. The Association asserts that a major federal role is to ensure equality of educational opportunity for all.... The Association will continually seek federal support for the whole of public elementary, secondary, and postsecondary education....

The Association supports federal funding for postsecondary education, including—

a. Programs of institutional, scholar, and student support

b. Grants to support vital research functions

c. Student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education, regardless of personal financial means

d. Support of historically Black colleges and developing institutions.... (83, 86)

Higher Education Research and Study Grants (B-2)

The National Education Association believes that both the governmental and private sectors should provide research and study grants to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence university decisions and policies.

The Association believes that the process of study and research grants provided should influence neither undergraduate nor graduate curriculums until such time as the research is completed and systematically integrated into the curriculums.

The Association further believes that academic freedom applies to research and the dissemination of research results. (85)

Evaluation and Promotion in Higher Education (B-3)

The National Education Association affirms the importance of teaching in institutions of higher education and believes, therefore, that research and publication ought not to be the only criteria on which higher education faculty are evaluated and/or promoted.

The Association further believes that its higher education members must be allowed to determine through the collective bargaining process the methods by which they are evaluated and promoted. (86)

Need-Based Funding in Higher Education (B-4)

The National Education Association believes that funding based only on enrollment discourages long-range planning and constrains the ability of colleges, community colleges, and universities to offer high-quality education. The Association supports funding programs in higher education based on student need and enrollment. (86)

Rural Education (A-19)

The National Education Association supports a strong rural educational system and the preservation of the community infrastructure in rural America.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel that will reflect the special needs and problems of rural schools. (76, 85)

American Indian/Alaska Native Education (B-6)

The National Education Association recognizes that the complex and diverse needs of American Indian/Alaska Native children require the direct involvement of parents, Native educators, tribal leaders, and other Native groups in developing programs that preserve the rich heritage of their cultures. . . .

The Association supports programs that provide for—

- Opportunities for higher education for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs.
- American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions. (76, 86)

Chicano-Hispano Education (B-7)

The National Education Association recognizes that the complex and diverse needs of Chicano-Hispano children require the direct involvement of Chicano-Hispano educators, parents, and community leaders in developing programs that meet the cultural, language, and learning characteristics of these children.

The Association supports efforts that provide for—

- Federal and state programs establishing educational opportunities for Chicano-Hispano children.
- Federal and state grants and scholarships that will facilitate the entry of Chicano-Hispano students into the teaching profession. (72, 87)

Black Higher Education Institutions (I-5)

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80, 86)

C. Campus Issues

Credit-Hour Evaluation (C-8)

The National Education Association believes that the different methods of assigning credit hours as used by the nation's colleges and universities often cause difficulties in the evaluation of transcripts. The Association therefore urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform formula to evaluate credit hours. (77, 86)

Misuse of Part-Time Faculty (F-15)

The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76, 86)

D. Teacher Preparation

Teacher Preparation Programs: Entry (D-7)

The National Education Association believes that its affiliates should continue to improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. Requirements for entry to college of education programs should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple considerations, such as recommendations of faculty (liberal arts and education), grade-point average, personal interviews, and recommendations of persons in related fields. The selection process shall be a continuous and integral part of the candidate's educational program. Such process shall be nondiscriminatory.

The Association urges appropriate state agencies to inform teacher preparation institutions of projected needs by certification areas. Teacher preparation institutions should counsel and prepare prospective teachers in numbers consistent with projected needs. (70, 87)

Teacher Preparation Programs: Content and Evaluation (D-8)

The National Education Association believes that a sound teacher preparation program must be equitably funded and must—

- Involve practicing, licensed preschool through adult education teachers in the design, implementation, evaluation, and systematic change of the program.
- Involve students preparing to teach in the evaluation and improvement of the standards of the program.
- Involve teacher educators who are licensed and experienced in their instructional areas and demonstrate practical knowledge of schools and classroom teaching.

- Include a policy of affirmative recruitment.
- Include tests, reports, student teaching, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching.
- Include required courses in the liberal arts, subject or grade-level specialty, reading, research or information skills, methodologies pertinent to the instruction of the limited English proficiency student, and professional studies that include learning theories, curriculum design, and teaching techniques.
- Include training in student assessment, classroom management, discipline, group processes, the dynamics of intergroup communications, human growth and development, the changing role of the family, exceptional behaviors, and human relations.
- Include a variety of field experiences throughout the preparation program culminating in a practicum. (70, 87)

Teacher Preparation Programs: Student Teaching (D-9)

The National Education Association believes that student teachers should be provided with legal status and liability protection.

The Association urges its affiliates to formulate standards for school systems that receive student teachers, including guidelines for cooperating teachers and college coordination of student teachers. Supervising or cooperating teachers in a student teacher program should have reduced teaching loads and be given a minimum established compensation. The recommendation of the supervising or cooperating classroom teachers in such a program shall weigh heavily in the final decision regarding readiness to enter the teaching profession. (70, 86)

Teacher Preparation Programs: Professional Participation (D-10)

The National Education Association believes that its affiliates should take immediate steps to become involved in college and university committees that control teacher education programs. To this end, the affiliates should—

- Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations.
- Encourage students to join the Association.
- Recommend that advisors of the NEA Student Program be Association members.

- Support regulations that would place credentialed educators with teaching experience in decision-making roles in departments of education.
- Share in the responsibility for practicum experience with the public schools and the institutions that prepare teachers. (70, 85)

Vocational Education (C-21)

The National Education Association believes that preparation of students for vocations and productive jobs should be a responsibility of secondary and higher education. Educational programs that assure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be coordinated with traditionally academic courses and existing industrial and practical arts education courses. (76, 86)

Technology in the Educational Process (B-17)

The National Education Association recognizes the advancement and application of instructional technology and high-technology devices and materials that provide new opportunities for developing skills, furthering research, and expanding knowledge in our society.

The Association believes that—

- Teacher preparation in instructional technology must begin in college and university programs and extend through continuing opportunities for professional development.... (81, 86)

The NEA Legislative Program for the 100th Congress: Specific Provisions for Postsecondary Education

First Tier: NEA Priority Legislative Initiatives

I. Increased Federal Funding for Education

NEA ... supports federal funding for postsecondary education, including programs of institutional, scholar, and student support;

grants to support vital research functions; student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education regardless of personal financial means; and support for the historically Black colleges and developing institutions.

II. Collective Bargaining

NEA supports a federal statute that would guarantee meaningful collective bargaining rights to the employees of public schools, colleges, and universities. This statute should allow for the continued operation of state statutes that meet federally established minimum standards and should assure that college and university faculty are not excluded from coverage because of their participation in a faculty senate or other system of institutional governance.

NEA objectives can best be achieved by a federal collective bargaining statute that is based on the power of Congress to regulate interstate commerce, and the February 1985 decision of the United States Supreme Court in *Garcia v. San Antonio Metropolitan Transit Authority* indicates that this type of statute would be constitutional. The focus of the NEA's legislative effort should be to secure Congressional action under the Commerce Power, although other relevant sources of Congressional power—including the Spending Power—should not be ignored.

NEA's commitment to securing a federal collective bargaining statute for the employees of public schools and colleges and universities remains constant. The Action Plan for collective bargaining in support of the commitment will be reassessed on a continuing basis.

Second Tier: Current Priority Congressional Issues

Postsecondary Education

NEA supports—

- Federal programs, including provision of resources for instructional materials, which enhance effectiveness of and advance excellence in two- and four-year postsecondary education institutions.
- Development of the nation's intellectual capital.
- Development and retention, through programs including scholarships and loan forgiveness, of future teachers for the pursuit of excellence in our nation's schools and postsecondary institutions.

- Promotion of research and the development of knowledge.
- Preservation of institutional vitality.
- Assurance of equality of educational opportunity.
- Reduction in the student loan default rate without undue limitation on access to postsecondary education for any qualified student.
- Assurance of equal treatment for two- and four-year institutions.
- Assurance of the welfare, economic security, and professional development of all postsecondary members.

New Higher Education Business Adopted By the 1988 NEA Representative Assembly

Programs for Minority Students

The National Education Association shall advocate and support programs developed collaboratively by K–12 and college teachers that encourage minority students to attend college. Further, the Association urges those students to consider teaching as their profession. (1988–16)

Measurement-Driven Education

The NEA shall investigate the trend toward measurement-driven education. NEA publications shall inform the membership about the potential misuse of standardized student test scores, and NEA shall unite with those in the education research community to help expose the danger to and the distortion of the quality of education that stems from an overuse and misuse of standardized student testing. (1988–9)

Action Plan for Sex Equity

NEA reaffirms its dedication and commitment to the swift realization of equal rights for women and men under the laws of the United States and each of the states. The Association will implement the following action plan for sex equity:

1. NEA will sponsor the reintroduction of the Equal Rights Amendment in the Congress of the United States, and work with other organizations and groups for the passage of the Equal Rights Amendment and the enactment of changes in federal laws to enhance sex equity.

2. NEA will convene a meeting of the leaders of groups such as labor unions, women's groups, and citizen action organiza-

tions that have supported the ERA, in order to develop a common agenda for sex equity and a network of action.

3. NEA will develop a women's rights voter registration and get-out-the-vote campaign to show clearly that there is a strong public support for equality. State and local associations will be encouraged to participate in such a campaign. The campaign will be coordinated with NEA's political action program for the congressional elections.

4. NEA will work to ensure that the gains that have been made in Title IX of the 1972 Education Amendments and other statutes be protected. The enforcement of the Civil Rights Restoration Act must continue to be a focus of NEA. Changes must be made in the Social Security Act (i.e., repeal of the offset provision), the tax code, and other programs to achieve economic equity at the federal level.

5. NEA will work with other organizations on a joint strategy to ensure passage of voter referenda as part of the state constitutional amendment process and to secure passage of substantive state legislation. NEA will provide a clearinghouse and technical assistance to state associations on methods of achieving equality through state legislation.

6. NEA will cooperate with and support groups involved in litigation on the basic questions surrounding equality of rights under the law.

The Association must explore all possible avenues of legal remedy and redress on women's rights issues.

7. Upon adoption of the Equal Rights Amendment by a two-thirds vote of both houses of Congress, a negative vote on the federal ERA by a state legislature or the failure of a state affiliate to work for ratification of the federal ERA shall reinstitute the previous prohibitions adopted by the Representative Assembly and Board of Directors with respect to the locations of meetings. (1988–A)

Revision of Governance and Training Documents

The NEA shall begin revising all governance and training documents to use the word *student* or *students* instead of *child* or *children* where the intent or context of the language does not require the word *child* or *children*. This should be completed as soon as possible. (1988–1)

St. Thomas University Faculty

The NEA strongly supports the right of St. Thomas University faculty to collective bargaining. The NEA supports their struggle for human and professional rights as employees. The NEA condemns the efforts of the St. Thomas University administration to thwart the attempts of St. Thomas University faculty to assume these rights. The NEA urges all concerned with the fate of St. Thomas University faculty and collective bargaining to communicate their concerns to Archbishop Edward McCarthy, 9401 Biscayne Boulevard, Miami, Florida 33138. (1988–18)

New Higher Education Business Referred to the NEA Executive Committee

The following new business items and legislative amendment were not adopted by the Representative Assembly but were referred as indicated with the understanding that the body (or individual) in question would determine the feasibility of the particular item and make a report and/or recommendation to the appropriate governing body.

Referred to the Executive Committee

That the regional offices of the Association, in conjunction with the state affiliates, develop and implement, with advice from appropriate NEA higher education leaders, plans to organize aggressively in higher education among faculty, staff, Student members, and Retired members. (1988–15)

That NEA consider the development of teacher training programs that will actively recruit prospective Black students in preparation for teaching, such students to be given assistance initially and throughout their involvement in the program (test preparation, advisement, special remedial courses, and so forth); that Black faculty at the higher education level be actively recruited to meet the urgent demand for increased Black faculty representation; and that a report on this item be presented to the 1989 Representative Assembly. (1988–60)

Referred to the Appropriate Committee

That during the 1988–89 year, the NEA present workshops, training, and retraining on the importance of Title IX enforcement; that such workshops and training be presented when possible, including but not limited to the following events: national conference series, regional leadership conferences, Education Support Personnel Conference, Higher Education Conference, Student Conference, and Joint Conference on the Concerns of Minorities and Women. (1988–26)

The Standing Committee on Higher Education

The NEA Standing Committee on Higher Education deliberates upon, prepares, and presents to appropriate NEA policymaking bodies recommendations on existing or proposed Association policy related to higher education. The committee works for the full integration of higher education into the program of the Association and transmits to the NEA president and executive director relevant data for planning purposes.

Committee Members, September 1988

James M. Davenport, chairperson
Washtenaw Community College, Michigan

Byron W. Bender, University of Hawaii-Manoa

Betty J. Cunningham, elementary representative
Richland County Public Schools, South Carolina

Dr. Elizabeth Friot, Metropolitan State College, Colorado

Patricia A. Gozemba
Salem State College, Massachusetts

David A. Jerde, St. Cloud State University, Minnesota

Alba N. Lebron de Ayala
University of Puerto Rico

Priscilla R. McGuire, secondary representative
Colebrook Education Association, New Hampshire

T. Jean Peters, Mt. Hood Community College, Oregon

VirginiaAnn Shadwick, San Francisco State University, California

Gerald W. Waldrop, Gadsden State Junior College, Alabama

Roy C. Weatherford, University of South Florida

Pamara Connors, California, student representative

Staff Liaison Kristeen Hanselman, Manager
Gerie Bledsoe, Coordinator

1987-88 Report of the Standing Committee on Higher Education

Summary

The Standing Committee on Higher Education addressed four charges during 1987-88:

- To continue to develop NEA policy regarding the reform of higher education, including the area of vocational and occupational education, in conjunction with other appropriate NEA committees.
- To advise on developing membership recruitment materials for educational support personnel in higher education.
- To develop guidelines on sexual harassment in higher education.
- To make recommendations on the theme, format, and speakers for the Higher Education Conference and the meeting of local presidents at the conference.

In response to the first charge, the committee completed publication of the booklet, *NEA Report and Recommendations on Part-Time, Temporary, and Nontenure Faculty Appointments*, which had been approved by the Executive Committee as elaboration of resolution F-15, Abuse of Part-Time Faculty, first adopted in 1976. This booklet has been distributed to more than 350 colleges and universities in the effort to end the abuse and misuse of these categories of faculty. In addition, the committee has approved a draft handbook for temporary faculty that will guide institutions in developing proper procedures and working conditions for these teachers. This handbook should be published during 1988-89.

The committee had a joint session with the NEA Committee on Occupational/Vocational Education in order to discuss common concerns and coordinate agendas. The committees agreed to work together as issues cross jurisdictional lines.

To advance reform in community colleges, the committee approved a draft "Statement on Governance in Community Colleges: The Role of Faculty." This statement will be published for discussion in the higher education community before being recommended for final action. The statement was developed by a special working group of presidents and representatives from several of the larger community college affiliates within NEA.

Additionally, the committee has been involved indirectly in the Affiliate Relations Working Group, a special project focused on systems that provide service and representation to higher education affiliates. It is expected that this project will continue into 1988-89.

On the second charge, relating to materials for educational support personnel (ESP) in higher education, the committee has gathered sample materials of state affiliates and the NEA organizing office for analysis. It will continue this charge into the next year.

Responding to the third charge, the committee developed a resolution on sexual harassment in higher education.

On the fourth charge, dealing with the Higher Education Conference, the committee recommended the theme "Advancing the Profession: Increasing Faculty and Staff Influence in the Academic Environment." The committee also recommended panel sessions in several areas of emerging NEA policy: part-time faculty, sexual harassment, and community college governance. Other topics addressed at the conference were evaluating administrators, improving the teaching/learning environment, curriculum reform, teacher education, recruitment of minorities in teaching, racial tensions on the campus, kindergarten through graduate political partnerships, Hispanic students, and merit pay.

Introduction

The Standing Committee on Higher Education deliberates upon, prepares, and presents to appropriate NEA governance bodies recommendations concerning existing or proposed Association policy and programs related to higher education. Its primary purpose is to integrate higher education completely into the programs of the Association and to transmit to the president and the executive director proposals and suggestions as to how best to accomplish that goal. The committee also advises NEA on membership development goals and materials, organizing strategies, and long-term planning in regard to higher education.

Members of the committee include representatives from two-year colleges, regional and research universities, and statewide university systems. Also included are representatives from NEA's elementary, secondary, and student memberships.

During the 1987-88 membership year, the committee was charged with four tasks:

1. To continue to develop NEA policy regarding the reform of higher education, including the area of vocational and occupational education in conjunction with other appropriate NEA committees.

2. To advise on developing membership recruitment materials for educational support personnel in higher education.
3. To develop guidelines on sexual harassment in higher education.
4. To make recommendations on the theme, format, and speakers for the Higher Education Conference and the meeting of local presidents at the conference.

The Higher Education Conference

Concerned by the apparent decline of faculty morale and the teaching/learning environment on many campuses—as observed and as reported by researchers—the committee selected "Advancing the Profession: Increasing Faculty and Staff Influence in the Academic Environment" as the theme of the 1988 conference. Sessions were held on the main topic as well as related topics: part-time faculty, sexual harassment, community college governance, evaluation of administrators, improvement of the teaching/learning environment, curriculum reform, teacher education, recruitment of minorities into teaching, racial tensions on campus, kindergarten through graduate political partnerships, Hispanic students, and merit pay.

Vice-President Keith Geiger was the keynote speaker. Major addresses were given by Texas State Representative Wihelmina Delco, chair of the Postsecondary Subcommittee of the Texas House of Representatives, and Henry Cisneros, mayor of San Antonio, the host city.

Other speakers were James T. Butler, executive director, Texas State Teachers Association; Robert Kully, faculty member and former trustee, California State University System; Ernest Benjamin, general secretary, American Association of University Professors; William Gardner, president, American Association of Colleges for Teacher Education; Mariam Chamberlain, president, National Council for Research on Women; Carol Schneider, vice-president, Association of American Colleges; Frederick Hurst, Massachusetts Commission on Discrimination; Judith Munoz, director of human resources, University of San Diego; Michael Olivas, University of Houston Law School; Rafael Magallan, executive director, Tomas Rivera Center; and Anne Truax, director, Women's Center, University of Minnesota.

Representatives of faculty unions of three foreign nations were guests at the conference.

The NEA Committee on Program and Budget held a hearing in conjunction with the Higher Education Conference. Keith Geiger, NEA vice-president and chairperson of the Committee on Program and Budget, and Roxanne Bradshaw, NEA secretary-treasurer and a member of the committee, conducted the hearing.

More than 500 members, guests, and staff attended the conference at the La Mansion del Rio Hotel in San Antonio, Texas. Registration at the conference increased for the sixth year in a row.

The conference was preceded by two other meetings that were guided in part by the committee. One was a training session for local chapter presidents that focused on a series of topics recommended by the committee, including the following:

- Relationships with affiliates—statewide, single campus, and private college units
- National certification: prospects and problems
- Representation and bargaining issues: salary policies, merit pay, comparable worth, pay equity, part-time faculty, agency shop, and legal issues
- Leadership development within NEA higher education units.

The other meeting preceding the conference was the second annual meeting of the National Council for Higher Education (NCHE). NCHE adopted several new business items for consideration by the 1988 NEA Representative Assembly, discussed several Association issues, and conducted its election.

The Use and Abuse of Part-Time and Temporary Faculty

Fulfilling its charge to continue work in the reform of higher education, the committee reviewed prior to final publication the *NEA Report and Recommendations on Part-Time, Temporary, and Nontenure Track Faculty Appointments*. This report is the first in a new series of reports on reform issues in higher education. The series is titled To Promote Academic Justice and Excellence.

The series will also include a handbook on part-time, temporary, and nontenure track faculty and a handbook of professional and practical advice for new and probationary faculty. Other topics in the series will be assessment of students, faculty development, curriculum reform, and access, retention, and remediation of students in higher education.

Statement on Sexual Harassment

Terming sexual harassment reprehensible and a threat to intellectual trust, the committee developed a proposed resolution on sexual harassment in higher education at its April meeting after long discussions of the complexities of the issue. The proposed resolution calls on affiliates and higher education institutions to do the following:

- Define and prohibit sexual harassment.
- Declare faculty-student sexual relationships unprofessional.
- Develop education programs on the problem.
- Develop grievance procedures to protect the rights of all involved parties.

The committee believes that the proposed resolution, if adopted, will alert the higher education community to its responsibilities to protect students, staff, and faculty from sexual harassment in all its forms. Sexual harassment can be verbal, visual, or physical. It can range from inappropriate sexual comments to serious physical abuse, including rape. The proposed resolution notes that the guidelines of the Equal Employment Opportunity Commission define sexual harassment as a form of sex discrimination and hence a violation of an individual's civil rights.

Perhaps the most controversial provision in the proposed resolution is that terming sexual relationships between faculty members and their students as unprofessional. This provision has been adopted by several leading universities to guide faculty and students. It underscores the potential problems that faculty and their students face in a sexual relationship. Obviously, the faculty member is in a power position since he or she will ultimately evaluate the student's work in class. The faculty member must also face the question of objectivity: Can he or she fairly evaluate the student, assign a grade, and/or write a recommendation? The answer remains: Faculty (and students) should avoid entering into a sexual relationship while the student is enrolled in the faculty member's class.

A copy of the proposed resolution is appended to this report.

Policy Recommendations

The Standing Committee on Higher Education recommends—

1. That the 1988-89 committee be charged as follows:

- To make recommendations regarding the theme, format, and speakers for the Higher Education Conference and the meeting of local presidents at the conference.
- To continue to develop NEA policy regarding the reform of higher education, especially in the areas of assessment of students and academic programs, faculty self-governance in community colleges, curricular reform, vocational and occupational education, and related issues.
- To pursue vigorously the dissemination and implementation of the *NEA Report and Recommendations on Part-Time, Temporary, and Nontenure Track Faculty Appointments* and to monitor development of a model handbook for part-time faculty.
- To continue to advise on the development of membership material and program for nonteaching professional employees in higher education.

2. That the NEA Board of Directors approve the proposed resolution on sexual harassment in higher education as set forth in the appendix and refer it to the Resolutions Committee.

Action Recommendations

The Standing Committee on Higher Education recommends—

1. That a special working group be convened to review and update the NEA Legislative Guidelines for Postsecondary Education.
2. That NEA Research, in cooperation with state affiliates where feasible, conduct a special study of part-time faculty in NEA higher education units and determine the costs associated with implementing NEA policy on part-time faculty.
3. That NEA Research undertake a comprehensive review of retirement programs for faculty and staff in postsecondary institutions and develop a plan to improve such programs.
4. That NEA convene a special working group to identify additional ways to establish and maintain partnerships, both academic and political, involving NEA practitioners at the kindergarten through grade 12 levels and higher education personnel.
5. That NEA Instruction and Professional Development convene a special seminar on the new movement toward assessment programs—for students and faculty—that are being considered by state legislatures and other agencies.

APPENDIX

Proposed Resolution on Sexual Harassment in Higher Education

Sexual harassment in any context is reprehensible and is a matter of particular concern to [illegible] academic community in which students, faculty, and staff must rely on strong bonds of intellectual trust and dependence. It threatens careers, educational experiences, and the well-being of students, faculty, and staff.

NEA believes that faculty, staff, and students should be protected from sexual harassment and encourages its affiliates and institutions of higher education—

1. To establish strong policies defining and prohibiting sexual harassment.
2. To include in the policy a statement that sexual relationships between a faculty member and a student currently enrolled in the faculty member's course, or under the supervision or direction of the faculty member, are unprofessional.
3. To develop a campuswide educational program designed to help people understand, prevent, and combat sexual harassment.
4. To develop and publicize a grievance procedure that encourages the reporting of incidents of sexual harassment, allows first for informal resolution, resolves complaints promptly, and protects the rights of all parties.

Furthermore, NEA supports the guidelines of the Equal Employment Opportunity Commission, which state that sexual harassment is a form of sex discrimination.

The NEA Higher Education Journal

Published semiannually, *Thought & Action* is the National Education Association's journal of higher education. With editorial responsibility residing in a Review Panel of working faculty from across the nation, *Thought & Action* publishes articles that "present the kind of intelligent dialogue (more accurately polylogue) the unsettles presuppositions, shakes loose comfortable assumptions, and generates responsible thought and action." The journal welcomes submissions on higher education topics as well as nominations for positions on the Review Panel.

Thought & Action Review Panel: 1988-1989

Belinda A. Aquino
Department of Political Science and Center for Philippine Studies
University of Hawaii at Manoa
Honolulu, Hawaii

Arlyn Diamond
Department of English
University of Massachusetts
Amherst, Massachusetts

Stephen Hanzely
Department of Physics and Astronomy
Youngstown State University
Youngstown, Ohio

Ralph B. Newbert
Labor Law Bureau
University of Maine
Orono, Maine

The address for article submissions and Review Panel nominations is: **Thought and Action**, NEA Communications, 1201 16th Street, N.W., Washington, D.C. 20036.

Grant Programs of NFIE

The National Foundation for the Improvement of Education (NFIE) was created by the National Education Association in 1969 as an independent, tax-exempt, organization devoted to improving the quality of education. From the beginning, NFIE has sought innovative programs that involve classroom teachers, anticipate and solve future educational problems, stress the application of knowledge, and afford the opportunity to study objectively those issues not appropriate to an advocacy organization.

In 1985, supported by NEA and its members, NFIE become a grant-giving foundation to better fulfill its mission. It was also in this year that NEA voted to endow the Foundation and to launch Operation Rescue, its national dropout prevention program. In 1987, the NEA's Representative Assembly, in a dramatic affirmation of its commitment to education and as an invitation to others to build on their efforts, voted to set aside $1 per member each year for the next five years to create a $13 million endowment for the fund.

NFIE now operates several grants programs of interest to higher education and other members of the NEA. The impact of programs funded by the NFIE already is evident in newly invigorated school populations, strengthened instructor leadership, and additional support leveraged from local communities. Higher education members are eligible to apply for each of the following:

- *Operation Rescue*

Local Associations may apply, whether that Association is a higher education or K-12 affiliate. Operation Rescue provides direct grants, disseminates information, and facilitates collaborative efforts between schools and communities for resolving the dropout crisis. Operation Rescue has supported a variety of dropout prevention strategies that range in scope from early intervention at the elementary level to keeping students in school by helping them cope with pregnancy, drug abuse, and family problems.

- *The Christa McAuliffe Institute for Educational Pioneering*

Perpetuating the legacy of Christa McAuliffe as teacher and pioneer, the Institute is designed to stimulate exploration by teachers into the art and science of teaching. Each year, the Institute focuses on a different theme and provides nationally selected educators an opportunity to work in advancing the teaching profession's awareness, understanding, and practice of teaching. NFIE, in establishing the Institute, believes that educators themselves must restructure schooling if the needs of our rapidly evolving information society are to be met.

- *Educational Applications of Technology*

NFIE has developed a five-stage, multi-year program to stimulate and support the use of technology in restructured schools. The Program will commence with an information exchange, where technology experts and teachers will create a vision of schools beyond the year 2000 by assessing childrens' needs, what is currently being done, can be done, and needs to be done in integrating technological advances into education. A call for papers will follow, as well as a grants program and dissemination of results.

- *Hilda Maehling Fellowship Program*

Individual members, teams of members, and local Associations may apply. The Fellowship Program was created to enhance the prestige of teaching and encourage classroom teachers to become more active in their Association. The proposed program must advance professional Association work and development activities that increase members' capabilities to meet the educational needs of students.

- *William G. Carr Grants Program*

Individual members, local Associations, and educators from other countries who are members of the World Confederation of Organizations of the Teaching Profession may apply. Grants are given to projects contributing to international cooperation, global education, or peace. Grants do not usually support study for advanced academic degrees or certification, foreign travel, tuition fees, supplementary salaries, honoraria, or the purchase of either software or hardware.

Further information on application deadlines and grant amounts is available from NFIE by telephone (202-822-7840) or by letter to NFIE, 1201 16th Street, N.W., Washington D.C. 20036.

NEA Membership and Benefits

The National Education Association, with a membership exceeding 1.9 million and the experience of more than 130 years of educational advocacy, is the largest and oldest college and university faculty organization in the United States. NEA represents faculty and support staff interests on campus, in state legislatures, and in Washington, D.C., working to safeguard academic and intellectual freedom, tenure, the right to a voice in academic governance, faculty and support staff rights, and professional integrity.

On campus, NEA offers professional advice and assistance on a wide variety of key issues: governance, professional rights and responsibilities, academic freedom, salary and benefit levels, pension reform, grievance procedures, and political action and lobbying.

Over the years, faculty and support staff have found that where collegiality and conciliation have failed to promote faculty and staff interests, collective bargaining may be the most appropriate method to resolve problems. NEA represents more higher education faculty and staff at more institutions through collective bargaining than any other organization.

All over the United States, NEA professional staff help local members negotiate and administer collective bargaining agreements. Where appropriate, staff negotiate contracts. Elsewhere, they train and advise negotiators. In all situations, elected leaders and members of local units determine the role staff need to play.

Where collective bargaining is not an option, NEA political influence helps win increased funding and strengthen faculty rights. In the 1988 elections, the NEA Political Action Committee (NEA-PAC) contributed over $2.5 million to support pro-education candidates for federal office. No other professional or labor organization contributed as much.

On Capitol Hill in Washington, D.C., NEA lobbyists work for increased research and program funding, more flexible grant and loan policies, and increased student aid and faculty salary funding. At the state level, NEA state affiliates are often the most potent statewide lobbying force.

NEA is equally active in the courts. As a result of NEA litigation, in fact, tenure is now viewed as a property right protected by the 14th Amendment.

The Association's Legal Services Program protects members subject to dismissal or severe sanction and provides legal advice on other issues. NEA higher education members are automatically enrolled, at no extra cost, in a professional liability insurance program that makes up to $1 million available in cases arising from the performance of professional duties. This year, NEA's liability insurance protection has been extended to cover NEA Higher Education members who are engaged in peer review activities outside of a committee setting. This means that members are covered for independent actions they may take as part of a peer review system.

NEA also offers a wide variety of research services to state and local affiliates through the NEA Research Computer Network (RCN). This database includes the latest information on faculty compensation and education finances. NEA provides members with a wide range of professional services. Higher education members, for instance, automatically receive three publications: the *Thought and Action* journal, the *NEA Higher Education Advocate* newsletter, and the *NEA Higher Education Almanac*.

Each spring, NEA sponsors a National Conference on Higher Education that brings NEA higher Education members together with national educational and political leaders to discuss the cutting-edge issues confronting colleges and universities.

NEA's higher education members may enroll in a wide range of programs available through NEA Special Services. Available at special discounted rates are such items as life insurance (term insurance providing up to $200,000 coverage), MemberCare health insurance (including in-hospital, supplemental major medical, Medicare supplement, and excess major medical insurance), accidental death and dismemberment insurance, homeowners insurance, and long-term disability insurance. Available at *no cost* to members is DUES-TAB (free life and accidental death and dismemberment insurance for NEA members).

Other NEA financial services include tax-deferred annuities, a credit plan that permits loans of up to $7,500, and an NEA MasterCard. NEA also offers a discount program that includes Literary Guild Book Club membership, a pharmacy service, Hertz car rentals, a magazine subscription service, and a travel program. Free NEA consumer publications offer information on many topics. Not all services may be available in all states.

Educators may join NEA through a number of membership categories:

- Active: Open to any person who is engaged in or who is on a limited leave of absence from professional education work. Dues are $78 per year.
- Educational Support: Open to any employee of a college or university who is not eligible for active membership. Dues are $39 per year.
- Retired: Open to any retired employee of a college or university. Dues are $10 per year for those retiring after September 1, 1973 and $2 per year for those retiring before that date. Currently active members may obtain a lifetime membership in NEA-Retired for a one-time dues payment of $100. This entitles the member to additional benefits, including an extensive program of retirement planning, and guarantees membership after retirement.
- Reserve: Open to any former Active or Educational Support member who is on leave of absence from educational work for at least six months, or whose employment status no longer qualifies the individual for Active or Educational Support membership. Dues are $39 for former Active members and $19 for former Educational Support members.
- Staff: Open to individuals whose primary employment is with the NEA or any of its affiliates. Dues are $39 per year.
- Associate: Open to any person who is interested in advancing the cause of public education, but who is not eligible for any other class of membership. Such members are not eligible for special services programs. Dues are $5.00 per year.

NEA accepts Active, Educational Support, and Retired memberships only through affiliates. If no local affiliate is available, or if appropriate local membership categories are not available, membership applications must be processed through the state Associations.

Enrollment materials for Associate, Reserve, or Staff membership may be obtained from the National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036.

The National Council for Higher Education

The National Council for Higher Education was established in 1987 as "the instrument through which higher education members of the National Education Association utilize their individual and collective power to accomplish the following specific objectives: a. Identify and focus the interests and concerns of NEA higher education members and affiliates; b. Speak with a common voice on matters affecting higher education; c. Promote the NEA as the representative organization of choice for higher education; d. Develop and increase attention within NEA to the issues of concern to higher education and to NEA higher education members; e. Improve the structure of the NEA in order to ensure the full and effective participation of all higher education members of the Association; f. Develop programs within the NEA to address the problems faced by higher education members; g. Assure the development and delivery of appropriate training for NEA higher education members and for the leaders of NEA higher education affiliates. h. Identify and support candidates for NEA offices who will actively work for the implementation of NCHE programs and positions...."

NCHE Officers for 1988-1989

President:	James Davenport, Mich.	(2-year term)
Vice President:	Carol Gaede, Minn.	(2-year term)
Secretary/Treasurer:	Roger Knutsen, Wash.	(2-year term)
Executive Committee:	Arlyn Diamond, Mass.	(2-year term)
	Deborah Nycz, Fla.	(2-year term)
	Gloria J. Green-Ridley, D.C.	(2-year term)
	Frank Olbris, Mass.	(1-year term)
	Jean Peters, Ore.	(2-year term)

Any NEA-affiliated organization or member in higher education may join the NCHE. Dues are $10 per year for individuals, $100 for groups with fewer than 200 members, and $250 for larger groups. Associate (nonvoting) memberships are $10. Contact: Roger Knutsen, 11502 S.E. 320th Pl. Auburn, Wash., 98002.

NEA Higher Education Bargaining Units

The following list of NEA higher education collective bargaining units is based on a report form developed and published by the National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Adirondack Comm. College, NY	100	85	2	1
Adrian College, MI	56	75	4	1
Alpena Comm. College, MI	52	65	2	1
Antelope Valley College, CA	277	86	2	1
Atlantic Comm. College, NJ	82	68	2	1
Baker College, MI	20	78	2	1
Barstow Comm. College, CA	88	79	2	1
Bay de Noc Comm. College, MI	46	73	2	1
Beaver County, Comm. College of, PA	54	73	2	1
Bellevue Comm. College, WA	350	72	2	1
Bergen Comm. College, NJ	245	68	2	1
Big Bend Comm. College, WA	50	80	2	1
Blue Mountain Comm. College, OR	72	75	2	1
Brevard Comm. College, FL	225	81	2	3
Brookdale Comm. College, NJ	185	71	2	1
Broome Comm. College, NY	208	79	2	1
Broward Comm. College, FL	285	81	2	4
Burlington County College, NJ	105	70	2	1
Butler County Comm. College, KS	81	71	2	1
Butte College, CA	478	78	2	1
California State University, CA	19,500	82	4	19
Camden County College, NJ	96	80	2	1
Carl Sandburg College, IL	52	75	2	2
Cayuga County Comm. College, NY	80	78	2	1
Central Comm. College, NE	114	85	2	3
Central Michigan University, MI	579	77	4	1
Chabot College, CA	616	78	2	2
Chaffey Comm. College, CA	256	80	2	1
Chemeketa Comm. College, OR	224	74	2	1
Chipola Junior College, FL	57	76	2	1
Chipewa Valley Tech. College, WI	188	85	2	2

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Citrus College, CA	458	77	2	1
Clackamas Comm. College, OR	153	75	2	1
Clark College, WA	65	74	2	1
Clatsop Comm. College, OR	37	75	2	1
Clinton Comm. College, NY	55	78	2	1
Cloud County Comm. College, KS	45	70	2	1
Coast Comm. College Dist., Part-time, CA	1,054	79	2	3
Colorado Comm. College System, CO	736	79	2	16
Columbia Basin Comm. College, WA	95	72	2	1
Columbia Greene Comm. College, NY	43	79	2	1
County College of Morris, NJ	180	75	2	1
Cowley County Comm. College, KS	44	69	2	1
Cumberland County College, NJ	47	68	2	1
Danville Area Comm. College/Classified, IL	72	84	2	1
Danville Area College, IL	69	83	2	1
Delaware County Comm. College, PA	100	74	2	1
Des Moines Area Comm. College, IA	221	76	2	4
Desert, College of the, CA	279	87	2	1
Detroit College of Business, MI	22	73	4	1
Detroit, Univ. of, MI	167	75	4	1
District of Columbia, Univ. of, DC	459	78	4	3
Dubuque, Univ. of, IA	46	73	4	1
Dutchess County Comm. College, NY	459	876	2	1
Eastern Iowa Comm. College, Dist. IX, IA	151	75	2	3
Edison State College, OH	43	85	2	1
Elgin Comm. College/Classified, IL	40		2	1
Endicott College, MA	30	73	2	1
Erie Comm. College, NY	467	78	2	3
Essex County College, NJ	164	68	2	1
Ferris State College, MI	507	73	4	1
Finger Lakes, Comm. College of the, NY	133	78	2	1
Florida Memorial College, FL	40	79	4	1
Florida State Univ. System, FL	6,500	76	4	9
Fox Valley Tech. Inst., WI	200	68	2	2
Fulton-Montgomery Comm. College, NY	67	78	2	1
Garden City Comm. College, KS	64	71	2	1
Gateway Technical Institute, WI	174	82	2	4
Gavilan Comm. College, CA	147	76	2	1

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Grays Harbor College, WA	50	68	2	1
Green River Comm. College, WA	223	72	2	1
Hartnell Comm. College, CA	249		2	1
Hawaii, University of, HI	2,448	74	2/4	9
Hawkeye Inst. of Tech., IA	118	80	2	1
Highline Comm. College, WA	381	65	2	1
Hillsboro Comm. College, FL	198	74	2	3
Hocking Technical College, OH	30	86	2	1
Hutchinson Comm. College, KS	80		2	1
Illinois Eastern Comm. College, IL	102	85	2	4
Imperial Valley College, CA	182	82	2	1
Independence Comm. College, KS	30	70	2	1
Iowa Central Comm. College, IA	100	75	2	1
Iowa Lakes Comm. College, IA	82	75	2	2
Iowa Western Comm. College, IA	111	75	2	1
Jackson Comm. College, MI	120	65	2	1
Jefferson Comm. College, NY	70	75	2	1
Jefferson Tech. College, OH	46	85	2	1
John A. Logan College, IL	55	72	2	1
Johnson County Comm. College, KS	205	80	2	1
Kalamazoo Valley Comm. College, MI	96	69	2	1
Kansas City Comm. College, KS	104	71	2	1
Kaskaskia College, IL	64	84	2	1
Kaskaskia Comm. College/Classified, IL	60		2	1
Keene State College, NH	157	77	4	1
Kellogg Comm. College, MI	97	68	2	1
Kendall School of Design, MI	50	74	3/4	1
Kern Comm. College, CA	787	77	2	3
Kirkwood Comm. College, IA	178	75	2	1
Labette Comm. College, KS	35	70	2	1
Laboure College, MA	23	75	2	1
Lackawanna Jr. College, PA	28	79	2	1
Lake Superior State University, MI	105	78	4	1
Lake Superior State Univ./Support, MI	104	85	4	1
Lakeland Comm. College, OH	114	78	2	1
Lakeshore Tech. Inst., WI	105	68	2	1
Lane Comm. College, OR	281	74	2	1
Lansing Comm. College/ESP, MI	10	77	2	1
Lansing Comm. College, MI	1,000	68	2	1
Lehigh County Comm. College, PA	70	70	2	1
Lewis and Clark Comm. College, IL	75	79	2	1

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Long Beach City, CA	873	79	2	1
Lowell, Univ. of, MA	529	70	4	3
Lower Columbia College, WA	72	67	2	1
Luzerne County Comm. College, PA	80	71	2	1
Maine Voc. Tech. Inst., ME	520		2	6
Maine, Univ. of/ESP 1, ME	300	78	4	9
Maine, Univ. of/ESP 2, ME	150	78	4	9
Maine, Univ. of, ME	1,200	78	4	7
Marymount Univ. of Virginia, VA	51	75	4	1
Massachusetts Comm. College System, MA	1,800	76	2	15
Massachusetts Comm. College System/Cont'g Ed	1,800	86	2	15
Massachusetts State Colleges/ESP, MA	447	79	4	9
Massachusetts State Colleges, MA	1,535	77	4	9
Massachusetts, Univ. of/ESP, MA	1,293	80	4	2
Massachusetts, Univ. of, MA	1,643	77	4	2
McHenry County College, IL	55	71	2	1
Merced College, CA	386	76	2	3
Mercer County Comm. College, NJ	121	70	2	1
Metropolitan Tech. Comm. College, NE	125	74	2	3
Michigan State Univ./Admin. Staff, MI	550	85	4	1
Mid-Michigan Comm. College, MI	40	68	2	1
Mid-Plains Tech Comm. College Area, NE	75	76	2	2
Mid-State Tech. Inst., WI	87	70	2	3
Minnesota Comm. College System, MN	1,500	72	2	18
Minnesota State Univ. System, MN	2,250	75	4	7
Minnesota/Duluth/Waseca, Univ., MN	320	80	2/4	2
Monroe County Comm. College, MI	52	73	2	1
Montcalm Comm. College, MI	25	68	2	1
Monterey Peninsula Comm. College, CA	324	78	2	1
Mott Comm. College, MI	206	66	2	1
Mount Hood Comm. College, OR	561	75	2	1
Mount San Antonio College, CA	586	76	2	1
Mount San Jacinto College, CA	128	77	2	1
Muskegon Comm. College, MI	125	65	2	1
Napa College, CA	319	77	2	1
National College of Business, SD	40	76	4	1
Nebraska State Colleges, NE	400	76	4	3
Niagara County Comm. College, NY	178	78	2	1
North Central Michigan College, MI	35	80	2	1
North Central Tech. Inst., WI	138	69	2	2
North Country Comm. College, NY	50	78	2	4

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
North Orange County Comm. College, CA	1,377	79	2	2
Northeast Iowa Tech. Inst., IA	90	75	2	2
Northern Iowa, Univ. of, IA	580	80	4	1
Northern Mich. Univ./Skills Ctr., MI	29	80	2	1
Northwest Iowa Tech. College, IA	33	75	2	1
Northwest Tech. College, OH	45	75	2	1
Oakland Comm. College, MI	301	71	2	4
Oakton Comm. College/Adjuncts, IL	20	85	2	1
Oakton Comm. College, IL	149	86	2	1
Ocean County College, NJ	103	68	2	1
Olympic College, WA	344	64	2	1
Orange County Comm. College, NY	125	78	2	1
Palo Verde Comm. College, CA	49	81	2	1
Pasadena City College, CA	729	79	2	1
Passaic County Comm. College, NJ	54	72	2	1
Peninsula College, WA	108	67	2	1
Pensacola Jr. College, FL	250	85	2	1
Pima Comm. College, AZ	280	78	2	4
Pittsburg State Univ., KS	210	74	4	1
Pratt Comm. College, KS	21	77	2	1
Rancho Santiago Comm. College/Cont'g Ed., CA	995		2	1
Rhode Island, Comm. College of, RI	300	72	2	2
Rhode Island School of Design, RI	97	78	4	1
Rhode Island School of Design/Adjunct, RI	146	80	4	1
Rio Hondo Comm. College, CA	387	79	2	1
Riverside Comm. College, CA	614	78	2	1
Roger Williams College, RI	152	72	4	2
Rogue Comm. College, OR	290	75	2	1
Saddleback Comm. College, CA	816	76	2	1
Saginaw Valley State College/ESP, MI	37	78	4	1
Saginaw Valley State University, MI	140	72	4	1
Saint Leo College, FL	43	79	4	1
Salem Comm. College, NJ	32	75	2	1
San Bernadino Comm. College, CA	524	86	2	2
San Joaquin Delta College, CA	496	77	2	1
San Jose-Evergreen Comm. College, CA	764	77	2	2
Santa Clarita Comm. College, Dist. 6, CA	132	77	2	1
Sauk Valley College, IL	45	69	2	1
Schenectady County Comm. College, NY	76	78	2	1
Schoolcraft College, MI	337	72	2	1
Sequoias, College of the, CA	354	76	2	1

Institution/System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Shasta College, CA	325	76	2	1
Shawnee College, IL	20	84	2	1
Shawnee State University/Staff, OH	157	85	4	1
Shawnee State University, OH	80	75	4	1
Sierra Joint Comm. College Dist., CA	369	78	2	1
Skagit Valley College, WA	288	65	2	2
Solano Comm. College, CA	285	77	2	1
South Dakota Univ. System, SD	1,250	77	4	6
Southeastern Comm. College, IA	78	75	2	2
Southeastern Illinois College, IL	40	85	2	1
Southern Illinois Univ./Carbondale-ESP, IL	658	78	4	1
Southern State Comm. College, OH	29	85	2	3
Southwestern College, CA	380	77	2	1
Southwestern Comm. College, IA	38	75	2	2
Spokane Comm. College Dist., WA	1,000	70	2	2
Spoon River College, IL	40	73	2	1
St. Clair County Comm. College, MI	95	68	2	1
St. Louis Comm. College, MO	473	78	2	3
Sullivan County Comm. College, NY	120	78	2	1
Taft College, CA	36	76	2	1
Terra Tech. College, OH	47	85	2	1
Tompkins-Cortland Comm. College, NY	88	82	2	1
Treasure Valley Comm. College, OR	56		2	1
Ulster County Comm. College, NY	88	78	2	1
Ulster County Comm. College/Admin. Staff, NY	104	85	4	1
Victor Valley College, CA	182	76	2	1
Walla Walla Comm. College, WA	90	68	2	2
Washtenaw Comm. College, MI	162	66	2	1
Waukesha County Tech. College, WI	185	67	2	3
Wenatchee Valley College, WA	176	65	2	1
West Hills College, CA	138	77	2	1
West Shore Comm. College, MI	86	84	2	1
Western Iowa, Tech. Comm. College, IA	64	76	2	1
Western Tech. Comm. College Area, NE	70	76	2	2
Westmoreland County Comm. College, PA	65	72	2	1
Williamsport Area Comm. College, PA	175	71	2	2
Yosemite Comm. College Dist., CA	385	76	2	3
Youngstown State Univ./ESP 1, OH	381	85	4	1
Youngstown State Univ./ESP 2, OH	70	86	4	0
Youngstown State Univ., OH	414	72	2/4	1

NOTE: Unit size is full-time, or full-time and part-time, as reported by unit. Units are faculty unless otherwise stated.

1988

JANUARY

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NOVEMBER

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DECEMBER

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1989

JANUARY

SUN	MON	TUES	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

SUN	MON	TUES	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH

SUN	MON	TUES	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

SUN	MON	TUES	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY

SUN	MON	TUES	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

SUN	MON	TUES	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

SUN	MON	TUES	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

SUN	MON	TUES	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

SUN	MON	TUES	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

SUN	MON	TUES	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

SUN	MON	TUES	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

SUN	MON	TUES	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1990

JANUARY

SUN	MON	TUES	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY

SUN	MON	TUES	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH

SUN	MON	TUES	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

SUN	MON	TUES	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

SUN	MON	TUES	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

SUN	MON	TUES	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

SUN	MON	TUES	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

SUN	MON	TUES	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER

SUN	MON	TUES	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER

SUN	MON	TUES	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER

SUN	MON	TUES	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER

SUN	MON	TUES	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					